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ABSTRACT

The procedures in this manual are designed to establish stability and continuity within the student transportation department of the Toms River Regional Schools in New Jersey. The manual is divided into three sections. Section 1 provides driver and aide specific information. It includes directives related to time clock, spare buses, and administrative procedures; route book directives; radio procedure; driving information and procedures; school bus evaluation procedure; information on student discipline; determination of driver responsibility for accidents; foul weather driving tips; accident procedure; sample report forms; seating assignment charts; telephone numbers; school bus parking charts; school calendars and hours; and compound guidelines and directives. Section 2 provides material on vehicle maintenance, including specific directives and information, work order form, information on breakdowns and fuel economy, general vehicle information, and information on early detection of bus defects and automatic transmission. Section 3 contains special education information for everyone. It is a driver aide procedure manual, which covers the aide's importance, definitions of categories of the handicapped, information on recognition of and first aid for seizures, and descriptions of school bus personalities, including symptoms, possible reasons for behavior, suggestions, and things to remember. (YLB)

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TOMS RIVER
DRIVERS MANUAL
1984-1985

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREFACE

The procedures in this manual are designed to establish stability and continuity within the department. There are directives related to safety, discipline, accidents, evacuations, driver responsibilities and many others.

It is important that everyone read this manual and "stick" to it.

We will keep you updated and informed of all new information as it develops.

This manual is to be incorporated into your Route Book for reference.

Anyone who has any suggestions or ideas to be considered, please submit them to the office in writing.

SECTIONS

White	Driver & Aide Specific Information
Green	Special Education Information for Everyone
Blue	Vehicle Maintenance Information

TO THE TRANSPORTATION DEPARTMENT

"84 - 85"! Can you believe the decade of the 80's is halfway through? Time progresses. The question is do we, do I, do you? This is an extremely sensitive area, one that requires an honest self evaluation. Our attitudes play an important roll in our never ending challenge of Transportation. Are we cooperative with our administrators, supervisors, secretaries, and co-workers? Do we interact with our students? Do we know "Who's Who?" Are we good representatives for public relations? Are we cautious drivers? Do we drive with pride? Do we care?

We will continue our evaluations but the true evaluation is yours. How well have you done, can you improve and will you try? The success of meeting our challenge depends on you the Driver and you the Aide!!

Professionally,

Patricia Thomas

Patricia Thomas

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D I R E C T I V E S

"TIME CLOCK" - "MAILBOX" - SPARE BUSES

TIME CLOCK

All Drivers and S.E.B.A.'S must punch IN in the morning when first reporting to work and punch OUT before leaving at the end of their work day. Failure to follow this procedure may produce shortages in your overtime check and/or may result in disciplinary action.

A. M. PUNCH "IN"

Drivers will punch in immediately upon arrival at the COMPOUND. The 15 minute allowance for pre-trip - fuel and warm-up will commence with PUNCH-IN. EXAMPLE: 6:15 Punch-In - 6:30 Pull-Out Time.

P. M. PUNCH "OUT"

Drivers will punch out at the completion of their RUNS at the end of the day.

TIME CARDS

In the event a time card is missing, IMMEDIATELY notify the Dispatcher for a new time card. Time must be penciled in and signed by the Supervisor.

MAIL BOX

Everyone is to check mailbox prior to A.M. and P.M. runs.

SPARE VEHICLE

When you take a spare, make sure you confirm vehicle number with Dispatcher! Do not take a spare without authorization!

SAFETY MEETINGS

All drivers are encouraged and asked to support the safety committee and meetings.

PERSONAL CALLS

Phone calls to this office from family and friends should be addressed to EMERGENCIES ONLY. All other calls please use drivers' room - 349-9798.

COUNT SHEETS & MAPS

Must be submitted in ink legible and complete! Due October 1, 1984. New maps clearly indicating stops.

DIRECTIVES

This manual as well as all directives and information added during the year is to be incorporated into the Driver's Route Book.

INDIVIDUAL DRIVER DIRECTIVES:

UNAUTHORIZED PASSENGERS:

No driver is to allow any unauthorized passenger on their bus. The only exception to this would be at the direction of the Transportation Supervisor or School Principal.

REPORTING TO WORK A.M.

Be sure that you arrive on time and have 15 minutes to warm up and check out bus. There have been too many drivers coming in the last minute and the bus won't start, making them late and students late for school.

PERSONAL, SICK AND DEATH LEAVE CARDS:

These cards must be filled out immediately upon returning to work.

Personal leave requires 3 days notice prior to the date you wish to take off.

After 3 days sick leave absence a Doctor's certificate is required.

SICK CALLS:

If you cannot come in because you are sick, please call by 6:00 a.m. in the morning and by 12:00 in the p.m. We need time to cover your runs!!!

LICENSE RENEWAL PROCEDURE:

Upon renewal all drivers must bring into the Transportation Office their renewed drivers license and have one of the secretaries make a copy for our files.

PHYSICALS:

When renewing license, a copy of your physical must be turned in and kept on file.

INJURY:

Any injury that takes place on the job, no matter how slight, must be reported in writing on the day the injury occurred. Otherwise, injury and workmen's compensation benefits will be subject to disqualification.

VOUCHERS:

As a regular driver you are to sign your voucher once a week on WEDNESDAY. Keep a record of all the substitute work that you do. Bring this record with you when you come in to sign your voucher. Check your record against your voucher carefully before you sign it. A record of the cut-off dates is posted in the driver's room. Please watch these dates. It is important that the vouchers are signed on time. Any delay will cause your voucher to remain in this department and not reach the Payroll Dept. in time for you to be paid the following week.

Any work other than student transport must be submitted on a maintenance voucher.

ROUTE BOOK DIRECTIVES
MINI AND REGULAR BUS DRIVERS

DRIVERS:

1. Count Sheets and updated maps are due October 1, 1984.
2. All maps must be updated.
3. All pick-up and drop-off times must be noted on maps, route sheets and count sheets. (Count sheets are to be done in ink!)
4. All pertinent information regarding your routes must be clearly identified in your route book.
5. It is the driver's responsibility to keep all information updated in his route book and the office copy.
6. This information must be maintained accurately for stability and continuity of operations.
7. All route changes, stops, accurate times, re-assignments, etc., must be reported and updated. This includes maps, route books and count sheets.
8. No switching of stops! All drivers who think they have an overload, must produce the names of students on his or her bus who are not assigned. Only this office can change stops!
9. When new students are assigned, add names to your master list. This will give you an updated list at all times.
10. Seat assignments:
    a. Forms are available and seat assignments are mandated. This will aid you in control of discipline and cut seats!
11. Designate special pick-up times for St. Joes and Ambassador for late opening.

MINI BUS DRIVERS:

1. All of the above directives that are applicable should be followed. Mini bus route sheets must be completed and updated including student classification and any notes of importance pertaining to student transportation.
2. District maps must stay in route book pocket, clean and folded.

INDIVIDUAL DRIVER DIRECTIVES (Con't.)

COFFEE STOPS:

All drivers must notify in writing and have approved by the Supervisor. All stops must be on route. Indicate time and location. Keep copy in the driver book.

ROUTE CARDS: Must be displayed at all times! Make sure you change the card for each school.

BUS INSPECTIONS:

All areas will be checked:

Bus cleanliness, fuel, oil, seats, etc. Daily check sheets, gas cards, route books, maps, route information, etc.

Bus inspections will be conducted in the compound and at schools. All infractions will be followed up with disciplinary action.

M.V. INSPECTION:

Check all lights, seats, chains, first aid kit, insurance card, registration, ax, crow bar, windshield washer fluid, etc. You will be notified when M.V. inpections are and what procedure to follow.

EMERGENCY STANDBY--EARLY CLOSING:

In the event of inclement weather and the possibility of an early closing, the following procedure will take place:

1. As soon as the Transportation office is notified of an early closing the snow list will be called. If you break the chain, all calls won't be made. If one of the people you call is a caller and they're not at home, please make his/her calls also.

2. Drivers will be told to be in office at 12:00 Noon.

3. At 12:00 Noon you will be notified at what decision has been made.

SCHOOL PICK UP AND DROP OFF POINTS:

Designate on your map where your pick up and drop off points are located at the school.

Example: Drop off back of school by Cafeteria door.
Pick up by Kindergarten class rooms. West Side.

This is extremely important for substitute drivers to know.

P.M. PICK UP AT THE SCHOOL:

When children are boarding your bus, you must be inside the bus, watching and controlling the actions of the students. Whenever children are on your bus, they are your responsibility whether you are on the road moving or parked at a school.

SUBSTITUTES, DRIVERS AND AIDES

All of the procedures and guidelines outlined in this manual are utilized by our subs as well. Specific requirements are as follows:

1. Reports to dispatcher upon arrival a.m. and p.m. for instructions.

2. Do not park in an assignes parking spot. Use area by tennis courts. If no spot is available check with dispatcher first.

3. Voucher Day is Wednesday. You must sign on that day or wait an additional week. Everyone must sign their own voucher.

4. Pay day is every Friday. Pick up check Friday mornings.

5. Bus condition reports must be completed by substitute drivers each time they are assigned a vehicle. Bus conditions reports are to be turned in every Friday. One sheet for each week. Sub drivers must submit.

6. Work orders for any type of repair or damage on each vehicle they drive.

7. All regularly scheduled subs must call into dispatcher if they are not available for work A.M. or P.M.

TWO - WAY RADIO
"COMMUNICATION"

1. Radios are to be used for "OFFICIAL BUSINESS ONLY". All transmissions must go through the Base Station even those requesting permission to contact another mobil unit.

2. You are to identify yourself when calling;

   Bus #1 to #563 - Use your Bus number to the Transportation Office (Base Station) which is #563.

3. When you leave your vehicle, you must inform the Base you will be out of your vehicle. Also inform Base when you return to vehicle.

4. All radio drivers must call in the A.M. for on the air radio check! This will insure you and the Dispatcher that your Radio is operational.

   RADIO ALERT PROCEDURES

   a. Green Condition--this condition will be the "normal" radio condition. Transmissions can take place from bus to bus, base to bus or bus to base.

   b. Yellow Alert--when a supervisor announces this alert, there is an emergency persent. All bus to bus transmissions will cease. Only bus to base transmissions or base to bus transmissions will be allowed, unless emergency situations dictate otherwise.

   c. Red Alert--when a supervisor announces this alert, there is a potentially life threatening situation present. All bus to bus and bus to base transmissions will cease. Only base to bus transmissions will be allowed, unless emergency situations dictate otherwise.

   At the conclusion of the alert, the supervisor will return you to a "green condition". This system should be easy to remember since it resembles a traffic light format. It is being implemented to provide the best purposes our radios can serve----safety and efficiency.

5. The following terminology will be used:

   A. ON THE AIR
   B. OFF THE AIR
   C. ARRIVED AT_____(LOCATION)
   D. RADIO CHECK
   E. 10 - 4 (ACKNOWLEDGE)
   F. AFFIRMATIVE (YES)
   G. NEGATIVE (NO)
   H. RECEIVED

6. Keep all transmissions brief and to the point.

TWO - WAY RADIO "COMMUNICATION" (CON'T)

7. We are not the only ones on this frequency. All transmissions are to be business only. The radios will increase our ability for reporting emergencies, safety problems and accidents. Those drivers who are assigned radios are expected to keep their eyes and ears open! Look for any driver who is experiencing problems and assist by "COMMUNICATION".

8. All drivers who are assigned radios are responsible for their security.

9. Do not force equipment. Slide mounts should work easily.

RADIO REPAIRS

Make sure you first check and eliminate the following:

a. Have fuse and antenna checked at garage.
b. Try another radio
c. Report to Dispatcher

RADIO REPAIR PROCEDURE

Any Driver who is having a problem with their radio should remove it from it's bracket and bring it into the Dispatch Office, with a WORK ORDER attached describing the problem. The radio will then be sent down to the Director's office where it will either be repaired in house or sent out. When it is repaired, the Dispatcher will return it to you directly for replacement on your bus.

RADIO COMMUNICATIONS

FOR

SPECIAL TRANSPORTATION

1. All Drivers must make all pick-ups.

2. The only deviation will be upon notification from the Transportation Office.

3. Radio transmissions requesting telephone calls to the home to see if a student is going cannot be honored for the obvious reasons. All Drivers Must make all pick-ups.

4. Radio transmissions requesting information on special transportation status must be abolished.

   "Special transportation is a special area with confidential and sensitive concerns. It is not an unusual situation for some students to be frequently absent. As hard as we try and we attempt to, we have little or no recourse in controlling this situation. We are requesting all mini drivers to follow the procedure below."

5. If a problem exists you must submit it in writing and discuss it with the Special Transportation Supervisor and secretary. This cannot be accomplished on the "air".

DRIVER INFORMATION

A. GENERAL INFORMATION

1. Set an example of dignified, personal behavior and cleanliness, and thus obtain the respect due the bus driver from all pupils. Maintain order among the students at all times when they are under your supervision.

2. The driver is a responsible friend of youth who is friendly, fair,and firm at all times.

3. The driver and his bus act as public agents of the school. They must understand this important relationship and always represent the school system properly.

4. Bus drivers can set examples of loyalty - loyalty to everything to which they address themselves - to promptness, obedience to the laws and regulations, and the principals of safety and courtesy.

5. Safety First: When in doubt, don't take chances, for human lives are in your hands.

6. Whenever fire apparatuses, ambulances or police vehicles are responding to an alarm and your bus is traveling on the same road in either direction, pull over to the shoulder of the road as far as is safe so as not to impede the movement of the apparatus.

   DO NOT CROSS FIRE LINES!

B. SPECIFIC INSTRUCTIONS:

1. Give proper driving signals far enough in advance to warn passing motorists before slowing down, turning, stopping the bus to pick up or discharge passengers. Bus drivers must be courteous to other drivers. You are setting an example, both to other drivers and your riders.

2. Always stop before crossing railroads tracks, check carefully in both directions for approaching trains. Proceed only if it is safe beyond any possible doubt and then proceed only in such a gear as will make it unnecessary to normally shift gears while traversing the crossing.

3. All vehicles must be swept daily. Debri maybe swept through the emergency door exit into a container. Always sweep forward so you can be sure there is nothing for you to trip on. This can be a double check to make certain that the door is working properly. This procedure is especially important during the winter months, as there is a possibility the door may be frozen shut. The outside of the school bus should be cleaned as often as need be to keep the markings clearly visible. This is in accordance with the state law 6:21-3.

B. SPECIFIC INSTRUCTIONS: (con't)

6:21-2.31 Seat Belt For Driver

A. Seat belt for driver shall be provided. Belt shall be equipped with retractor on each side of sufficient quality and strength to keep it retracted and off floor when not in use.

B. Drivers of school vehicles equipped with lap belts shall be required to wear them whenever the vehicle is in motion.

4. Keep the rear view mirrors and the glass in the emergency door clean.

5. Never coast in neutral or with clutch disengaged.

6. Use the proper driving signals well in advance when stopping, slowing down or making turns.

7. Remember that signals operating on another vehicle do not necessarily indicate the exact intentions of the driver.

8. Retain full control of the front door and its operation. Never give this duty to a pupil.

9. About 900% of all driving decisions are based on sight which underscores the importance of protected vision. The sun could be a highway hazard for a driver. Use proper sun glasses, not the kind which may increase the hazard.

10. Permit no one except yourself to occupy the driver's seat of your bus.

11. Personal Safety

"Appropriate Footwear While Working"

Over the past few years, the district has reviewed several incidents which have involved employees who have suffered a "slip and fall." These incidents are a hardship to yourself, your family and the district.

In an effort to minimize our "slip and falls" and also any "foot-slipping" type problems which could affect the control of your vehicle or students, I am issuing the following directive:

"All Drivers and Special Ed Bus Attendants must wear shoes that promote good wet/dry surface adhesion and proper foot support while applying pressure so as to avoid slipping from foot pedals. Sneakers, sandals , thongs, high spiked heels, ets., will not be acceptable unless the driver can demonstrate proper support and surface adhesion with them. Acceptable footwear will consist of low-heeled leather or slip-resistant soles matched with leather or leather-type uppers that fit properly. If in doubt, please check with a supervisor."

12. Evacuation drills should be conducted on the school grounds or a proper loading zone, never on a highway.

B. SPECIFIC INSTRUCTIONS: (con't)

13. It is a proven fact that the more school bus stops, the more chance there is of an accident.

14. No one shall take their bus home for any reason, no exceptions.

15. All buses should be stopped at least 100' before the intersection before loading or unloading pupils. Never stop in the intersection. Stop prior to intersection or clear of it.

C. SCHOOL BUS ROUTES, LOADING AND UNLOADING

8 Light Warning System

It has come to our attention that there are occasions when drivers are not using there 8 Light Warning System. All vehicles equipped with the warning lights must utilize them as follows:
State Board Regulations - 6:21-7 Driver's Procedure:

F. When loading or unloading pupils:

1. The bus driver shall actuate the amber warning lamps approximately 300 feet prior to each school bus stop.

2. The bus driver shall drive off the road as near the righthand edge of the shoulder as is safe and, wherever possible, at a point where the highway is visible in both directions for at least 300 feet.

3. The bus driver shall be the sole operator of the entrance door and shall not open the door until traffic has cleared the bus in both directions.

4. Pupils who must cross the highway to reach their destination shall cross in front of the stopped bus after the driver has verified that the warning lamps are operating and has told them it is safe to cross.

5. The door shall not be closed and the bus started again until all such pupils have crossed the road.

6. The driver shall exercise extreme caution on stormy days.

This procedure is necessary for the safe transportation of our students.

C. 1. Follow a strict time schedule, but never sacrifice safety to maintain a schedule.

2. The location and extent of the bus routes and the location of the bus stops shall be determined by the transportation supervisor. Drivers should never deviate from approved bus route, nor pick up or discharge pupils at any other stop other than the approved bus stops or loading zones.

C. SCHOOL BUS ROUTES, LOADING AND UNLOADING (con't)

3. Permit no loading or unloading through the emergency door. This door should be used only during actual emergency, or during drills. Drivers must be in attendance on or at their bus when loading or unloading pupils, or at any other time when students are on your bus.

4. Remember that the service door of the bus should not be opened until the road is clear and no apparent danger exists.

5. Flashing lights should only be used to warn motorists that pupils are about to be discharged or picked up. These lights are not permitted to be used for any other pupose.

6. Be careful in giving the signal for discharged riders to cross a road. Motorists coming from the opposite directions may misinterpret it to mean they should proceed. Instruct disenbarking students to check traffic from both directions before crossing the road, and remind the riders not to step out in the road beyond a point protected by the bus.

7. Bring the bus to a full stop before opening the door to pick up or discharge pupils.

8. Unless special permission has been granted, do not permit a student to leave the bus at any other stop other than their regular stop. Only the principal can grant special permission. All notes and parental requests should be forwarded to the building principal.

9. The driver shall be in charge of his or her bus at all time and shall be responsible for good order.

D. DRIVER INSTRUCTIONS TO RIDERS:

1. Children obligated to cross the road shall be required to walk around the front of the vehicle. The driver shall make sure the road is clear before signaling the children to cross the highway. The rider should be instructed to cross about 10 feet in front of the bus. Drivers should be careful to observe the number to leave the bus, and be sure every rider is across the road or clear of the bus before proceeding. (actually count heads) Have students cross in one group.

2. Children should be instructed to stand off the road in a straight line rather than crowding the loading zone while waiting for the bus.

3. Pupils should be advised frequently concerning the dangers in crossing highways, and in entering and leaving the bus-call attention to any hazards that may exist.

E. DANGEROUS DO NOTS

1. Do not leave keys in bus with students on board or engine running and bus unattended.

2. Do not back up on or near a school grounds or block driveway!

3. Do not allow anyone except pupils and those authorized to ride the bus.

E. DANGEROUS DO NOTS (Cont't)

4. Do not transport merchandise or other loads when transporting children, except the property of the passengers, or the school district. Keep the aisles of the bus clear of lunch boxes, containers, band instruments, etc.

5. Do not evict a child along the route - there is no insurance coverage.

6. Do not use corporal punishment or threaten a child with violence.

7. Do not use profane or indecent language within hearing of the pupils, and tolerate none from them.

8. No treats to be given to students without authorization from building principal.

9. Do not force equipment to work. Any problems should be reported for repair.

10. Do not store broom on the route card holder side, store them on the driver's side.

F. VEHICLES PASSING RED WARNING LIGHTS

Please whenever possible, fill out the form so we can report to the police. It Works!! Your cooperation has been tremendous and the results have been good.

The key in apprehending the drivers who pass stopped school buses with their Red Warning Lights on is:

"If called upon, could you identify the driver of the vehicle you observed?"

Carefully review and familiarize yourself with our form and please use it. All information should be clearly and legibly written. Your continued cooperation in this matter will insure the safe transportation of our students.

"Anytime you are picking-up or discharging pupils you are required to utilize your warning lights. The only exception to this is when you are well within the physical boundaries of school property in a designated Bus Staging Area."

Of particular concern are the buses discharging on Terrace Ave. for St. Joseph's. If you are on a public road, you must use your warning lights.

DRIVER REPORT ON VEHICLE PASSING

RED WARNING LIGHTS

I. DRIVERS NAME_____ BUS # _____

II. LOCATION OF INCIDENT_____

_____

III. DATE_____ TIME_____

IV. WEATHER CONDITIONS_____

V. VEHICLE DESCRIPTION

PLATE # _____

COLOR _____

MODEL _____

DOORS (2)_____ (4)_____

YEAR _____

VI. OPERATOR DESCRIPTION

MALE _____ FEMALE_____

AGE (APPROX.) _____

HAIR COLOR _____

RACE _____

VII. OTHER INFORMATION OR INDENTIFYING CHARACTERISTICS _____

_____

VIII. DESCRIPTION OF INCIDENT_____

_____

_____

_____

IX. IF CALLED UPON, COULD YOU IDENTIFY THE DRIVER OF THE VEHICLE YOU OBSERVED?_____

X. COMMENTS _____

_____

DRIVERS SIGNATURE_____

THE FOLLOWING ROADWAYS ARE DISIGNATED AS RESIDENT SIDE PICK-UP AND DROPS ONLY:

TOMS RIVER

BAY AVE.

CHURCH ROAD

COX CROW ROAD

FISCHER BLVD.

HOOPER AVENUE

KETTLECREEK ROAD

LAKEWOOD ROAD (ROUTE 9)

LAKEHURST ROAD (ROUTE 526)

NEW HAMPSHIRE

OAK RIDGE PARKWAY

OLD FREEHOLD ROAD

VAUGHN AVENUE

WASHINGTON STREET

WATER STREET - EAST & WEST

WHITESVILLE ROAD

ROUTE 9

ROUTE 37

ROUTE 70

ROUTE 166

ROUTE 527

ROUTE 571

BEACHWOOD

ADMIRAL AVENUE

BEACHWOOD BLVD.

SURF AVENUE

ROUTE 166

PINE BEACH

MOTOR ROAD

PENNSYVANIA AVENUE

PROSPECT AVENUE

SOUTH TOMS RIVER

DOUBLE TROUBLE ROAD

DOVER ROAD

PARKWAY ACCESS

SOUTH MAIN STREET

BEACH AREA

ROUTE 35 NORTH

ROUTE 35 SOUTH

WASHINGTON--------BIRDS
PINE BEACH--------MUSIC
NORTH DOVER-------FOOD
HOOPER AVE--------ANIMAL
E. DOVER----------INSECT

CEDAR GROVE-------FRUIT
WALNUT ST.--------BUSES
SILVER BAY--------VEHICLES
WEST DOVER--------PLANET
S.T.R.E.----------RETILES

CEDAR GROVE (FRUIT)	HOOPER AVE. (ANIMAL)	E. DOVER (INSECT)	W. DOVER (PLANET)	N. DOVER (FOOD)	SILVER BAY (VEHICLES)	P/BEACH (MUSIC)
APPLE	ZEBRA	BUMBLE BEE	SUN	PIZZA	DUNE BUGGY	PIANO
ORANGE	BEAR	LADY BUG	MOON	CUP CAKE	SAIL BOAT	GUITAR
BANANA	LION	BEETLES	STAR	ICE CREAM	FIRE ENGINE	DRUM
GRAPE	SQUIRREL	SPIDER		CONE	AIR PLANE	
WATERMELON	DOG	WORM		BURGER	HELI-COPTER	
STRAWBERRY	CAT	ANT		HOT DOG	CHOO CHOO	
PLUM	MOUSE			POPSICLE		
	GIRAFFE					
	ELEPHANT					
	HORSE					

WASHINGTON ST. (BIRDS)	WALNUT ST. (COLOR BUSES)	S.T.R.E. (REPTILES)
RED	BLUE	FROG
BLUE	GREEN	TURTLE
YELLOW	YELLOW	SNAKE
	PURPLE	
	RED	
	BROWN	

THESE ARE THE CATERGORIES FOR KINDERGARTEN NOON TIME BUSES. AS YOU CAN SEE EACH SCHOOL IS DIFFERENT AND THERE IS NO DUPLICATION.

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SCHOOL BUS
EVACUATION PROCEDURE

Goal - To insure safety - safe evacuation for our passengers.

How - Knowledge, consistency and expediency through training and drills.

Whom - You the driver, us the administrators and they the students - together united with experience, education, and communication.

1. Notify and prepare your students the day before the drill, that you intend to run through an evacuation drill the following morning.
   A. Practice evacuation as a means of orderly bus dismissal daily, you'll be amazed at how quickly the students will disembark.

2. As the students board the bus on the morning of the drill remind them to wait for instructions from you regarding the drill.

3. When you arrive at school, describe and explain why each student should know: (in a real emergency driver or aide could be sick or seriously injured and not be able to assist students)
   A. How to turn off the ignition key.
   B. Secure the vehicle. How to set "brakes" (floor brake - dash board brake - or hand pulling brake)
   C. Set emergency 4-way flashers, on steering wheel - red button or dashboard type.
   D. How to open front door and rear emergency doors.
   E. Location of emergency telephone numbers.
   F. Location of kick-out windows and windshield. (All windows mounted in heavy black rubber)
   G. How to open windows and use as emergency escape.
   H. Location of all emergency equipment- First Aid Kit - Fire Extinguisher - Crow Bar - Axe - Flags and Flares.
   I. Stress the importance of getting out quickly, quietly and safely.

Once the evacuation orientation is complete give your students specific instructions as follows:

1. All books and belongings are to be left on the vehicle.
2. Remove glasses and put them in a safe place.
3. On front door evacuation, beginning with front seats remind all students to remain quietly seated until the seat in front of them is empty.
4. On signal have students leave the bus one row at a time, alternating left side then right side while you stand in aisle directing.
5. Remind students to use the hand rail and not to push, shove, or run.
6. Instruct students that under actual accident conditions they would remain in a group away from the bus until instructed what to do by driver, police or other authorized person.
7. Instruct students where to assemble after they leave the bus and to wait further instructions from you.
8. Review the drill with your students. Once you have completed this have the students re enter the vehicle and quietly remain seated. Upon your signal have students retrieve their belongings and proceed to class.
9. Report all behavior problems to the principal at once.

EVACUATION PROCEDURE (con't)

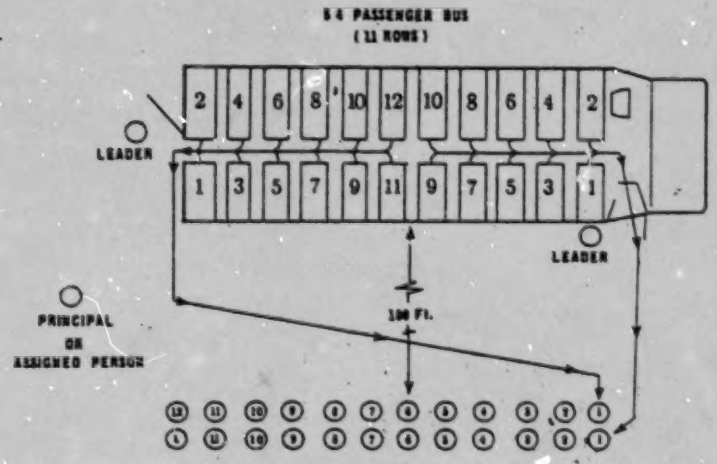
On Rear Door Evacuation - (Driver standing at rear door to assist) Beginning with rear seats remind all students to remain seated until the seat behind them is enpty. Have students sit down on floor and slide off by themselves.

TYPES OF EVACUATION DRILLS

As the danger to the passengers on a school bus can appear at any location in or about the vehicle, drills should be conducted to provide various methods of evacuation. Consideration should be given to the possibility of fires in different locations on the bus, driver incapacitation, rear, front and side impacts, bus roll over, etc.

Drills may be varied as follows:

1. Demonstrate exit through the rear emergency door
2. Demonstrate exit through the front door
3. Demonstrate exiting through the front door and rear doors (see diagram)



TRAINING TECHNIQUES

Pupils should be trained to:

1. Turn off ignition switch
2. Set and release emergency brake
3. Summon help when and where needed — Telephone numbers should be posted or otherwise carried in the bus
4. Use fire axe
5. Know how to kick out rear windows and windshield
6. Drop top sash on side windows
7. Set flags and flares
8. Open and close bus doors
9. Leave lunch boxes, books, etc. in the bus
10. Help small children off bus
11. Go out from the bus at least 100 feet and remain together until given further directions by the driver, police officer or other authorized person
12. Proper safety precautions while riding the bus on its regular run
13. Other assignments as noted by principal and/or driver

Leaders should be proficient in all the above plus accountability for pupils in his station.

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CONDUCTING EMERGENCY EXIT DRILLS

Due to the large number of pupils being transported and the ever-increasing number of motor vehicle accidents on the highways, there is a need to instruct pupils in the manner and means whereby they can vacate a school bus in case of an emergency. In a crisis, it is possible for children to jam the emergency door by all trying to get out of the exit at the same time.

In an effort to avoid a situation of this type, schools should organize and conduct emergency exit drills at least twice within the school year for all pupils who ride buses.

As safety is a prime factor, even in an emergency drill, it is recommended that rather than having all the children jump the 30" drop to the ground, that a demonstration by a few pupils could establish the necessary drill procedure. Pupils may be alternated at the next drill.

SAFETY FACTORS PERTAINING TO DRILLS

1. Pupil safety is of utmost importance and must be the first consideration.
2. All drills should be conducted on school property and supervised by the principal or persons assigned by him.
3. Conduct drills when the wheather is conducive to safety and preferably when the bus arrives at the school building with the pupils.
4. The bus driver is responsible for the safety of his pupils.
5. In a situation where the driver might be incapacitated and unable to direct the evacuation, school patrol members, appointed pupils or adult monitors should be trained to take over. It is important to have regular substitutes available.
6. Pupil leaders should be selected on their maturity, ability to lead and, where possible, live near the end of the bus line. Parental approval should be obtained.

CAUSE FOR EVACUATION

1. FIRE OR DANGER OF FIRE

A bus should be stopped and evacuated immediately if the engine or any portion of the bus is on fire. Passengers should be moved off at least 100 feet from the bus and remain until the driver of the bus has determined that no danger remains, or until other provisions can be made. Being near an existing fire and unable to move the bus away, or near the presence of gasoline or other combustible material should be considered as "danger of fire" and pupils should be evacuated.

2. UNSAFE POSITION

In the event a bus is stopped due to accident, mechanical failure, road conditions, or human failure, the driver must determine immediately whether it is safe for pupils to remain in the bus or plan to evacuate. The driver must evacuate immediately if:

a. The final stopping point is in the path of any train or adjacent to any railroad track.

b. The possibility of position change would increase the danger. If, for example, a bus should come to rest near a body of water or precipice where it could still move and go into the water or over the cliff, it should be evacuated. The driver should make certain that the procedure is carried out in a matter that affords maximum safety for the pupils.

c. The stopping point is such that there is danger of collision. In normal traffic conditions, the bus should be visible for at least a distance of 300 feet.

A position just over a hill or around a curve, where such visibility is not possible, should be the cause for immediate evacuation.

ESCAPE EXITS (location and number)

All New Jersey school buses are presently equipped with the following escape exits:

Front entrance door	1
Rear exit door	1
Push out front windshield	1
Split-sash side windows which, when lowered, provide a 9" x 22" opening in each window	18-20
Rear windows 20" x 20" set in rubber and capable of being pushed out.	2
TOTAL	23 exits

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STUDENT DISCIPLINE:

DISCIPLINARY PROCEDURE:

When you report students for disciplinary action be sure that you can substantiate what you have reported the student for. It has been reported that when the driver was asked about a particular disciplinary problem, he stated that he did not see it. Obviously the report is worthless.

School bus drivers are very important people. Your control of students on the bus is a must. One of the primary complaints we receive is students who are standing on the bus. Be sure all students are seated before you put your bus in motion. Bus safety is our problem. In order for our discipline procedure to work we must be sure that all drivers have talked and worked with the students on the bus.

Please be sure to use the Bus Disciplinary Report from when action is necessary:

1. Use Route Code - Not bus number.

2. Student discipline report should be used as a final step of discipline procedure:
   a. First step is driver-student discussion.
   b. Second step is driver-principal discussion.
   c. Third step is a written report.

DISCIPLINE AND CONTROL OF STUDENTS:

Get to know your students and develop a working relationship. It will be easier to control your bus knowing your students. When necessary fill out Discipline Report.

Write out report completely:

1. Original to principal.
2. Make two copies, submit one copy to Transportation Suprv., retain one copy for your records.
3. Wait a reasonable amount of time for action taken on discipline report.
4. If no action is taken, follow up with a memo to the Transportation Supervisor.

Note: These discipline reports are our most effective tool during Parent Teacher conferences. Please be accurate, complete and constructive.

Report everything in writing - complaints - compliments - anything that must be reported should be done in writing.

In the event you must return to school with a bus load of students;

1. Return to front of school
2. Send student in for principal assistance
3. Remain with students on bus. Do not leave them without adult supervision.

25 TIPS ON MAINTAINING DISCIPLINE:

1. Never give an order you do not mean to force.

2. The response of the child is in action. Give your command to stimulate action, not to check it. Say, "Do this," rather than, "Don't do that." Suggest an action which can be successfully obeyed.

3. Give a child time for reaction.

4. Have a reason for what you ask a child to do and when possible, take time to give the reason - he can see the point if you can.

5. Be honest in what you say and do. A child's faith in you is a great help.

6. Be fair; it isn't punishment, but injustice that makes a child rebel against you.

7. Be friendly. Always show an interest in what the children are doing.

8. Commend good qualities and actions.

9. Try to be constructive, not repressive in all dealings with children.

10. Remember that a sense of humor is extremely valuable.

11. Never strike a child. It may seem to be the easiest way, but it only aggravates the problem.

12. Do not judge misconduct on how it annoys you.

13. Do not take your personal feelings and prejudices out on the children.

14. Maintain poise at all times. Do not lose your temper.

15. Remember - "The tongue is the only keen-edged tool which grows sharper with constant use." Do not nag, bluff, or be officious.

16. Look for good qualities - all children have them.

17. Do not "pick" on every little thing a child does. Sometimes it is wiser to overlook some things.

18. Bear in mind that misbehavior is seldom willful. There usually is a cause and it may be in yourself or some other influence outside the child.

19. Listen for suggestions and complaints from the children.

20. Follow up all cases which have been disciplined. Be certain that you still have the respect and confidence of the child.

21. Be sincere in your work.

22. Set a good example yourself.

23. Intelligence in handling youth consists of thinking faster than they do. If they can out-think you, you are not using your maturity, and the advantage of your larger education. You should see possibilities before thay become results. This is the secret of leadership.

24. Defiance of established procedure comes from failure in some adult to keep the situation in hand. If there is a danger of a direct break the child should not be forced. An adult's will should never be pitted against that of a child. It is far wiser to give some simple direction that will be mechanically obeyed and pick up the reins of control in a quiet way.

25. Never hold a child up to public ridicule. It is the surest way to create a discipline problem.

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25 WAYS TO MAINTAIN STUDENT DISCIPLINE

Discipline on school buses is probably one of the biggest problems confronting school bus drivers today. Much emphasis has rightly been placed on it by the public. Where once the burden of responsibility lay only with the bus driver, it has now become a community effort of cooperation with parents, administration and the driver.

School bus transportation is an extension of a school system and the standards set by the individual school should be carried over into the school bus.

Driver training programs and refresher courses have proved valuable in promoting good safety records and maintaining efficient time schedules in transporting children twice daily to and from home without mishap. A discipline course should be a large part of any such program. Drivers should be well trained on how to handle children effectively and understand problem children to keep an orderly bus.

Understanding the principles of pupil psychology enables a driver to avoid trouble before it begins. If a driver overlooks violations of conduct of one pupil, he loses the respect of the other pupils. He must be careful to strike a happy medium by not being too lenient or too harsh. Both extremes are equally bad for the morale of the school bus. Loud talking on the bus is a problem that requires much patience on the part of the driver but absolute silence among pupils is not a healthy school bus atmosphere. A driver should understand child psychology sufficiently well so that he will know that issuing an order does not complete the teaching process. An order must be patiently and constantly repeated.

DRIVER IS WORKING IN EDUCATIONAL AREA

A bus driver should be made aware of the fact that he is working for an educational institution whose job is training the minds of students. Too frequently the driver expects his passengers to be finished products with adult attitudes. When the students have attained such a status, they likely will not be riding on a school bus.

In having a sympathetic understanding of pupil's problems, moods and individual differences, drivers should remember:

1. The average student wants to be older than he is and free himself of adult controls.
2. The average student likes to be treated as an equal by an adult.
3. Most students want adults to recognize their good traits or abilities.
4. The average girl student dreads to be singled out for disciplining.
5. Few students will make problems of themselves in order to get recognition.

FRIENDLINESS AND COURTESY BUILD MORALE

A driver should strive to build morale and cooperation in a group of students. This can be done by being friendly, courteous and helpful. In the course of time, the pupil morale will be a great help in con-

trolling the worst offenders. When pupils discover that improper conduct is not acceptable to the group, offenders will hesitate to do those things which cause them to lose prestige among their fellow students. One of the best approaches to building pupil morale is to give the pupils a chance to participate in drafting the rules and regulations for maximum safety on the school bus.

TREAT PROBLEM STUDENTS WITH CARE

Students who are willing to comply with regulations may become problems if the person controlling a group is too lax and indifferent toward gross violations of a few.

Be reasonable with violators of regulations. The driver should try to iron it out privately, if it isn't serious. Let the student save face.

When disciplinary action is necessary immediately, the driver should stop his bus. He should never attempt to perform disciplinary functions while the bus is in motion. The very act of stopping the bus to reprimand a pupil lends emphasis to the situation. When speaking to the offender he should speak in a courteous manner but with a firm voice. There should be no anger involved. A driver should not let his personal problems reflect themselves in his mood or judgement whild dealing with his passengers. If discipline is necessary, the child should be moved to a seat near the driver.

A pupil should never be put off the bus to walk home. If necessary to emphasize the disciplinary action, the pupil should be told that his privilege to ride will be taken away until satisfactory arrangements have been made between the parents and the school prinicpal.

In serious cases, a meeting of the teacher, driver, principal, and pupil may be necessary.

"Who's Who" "How do you know?"

How do you effectively maintain and control the passengers on your school bus? Do you have problems with student discipline? What is the secret? The most effective way of maintaining student discipline on the school bus is by knowing your passengers. Drivers who are involved with their passengers have less discipline problems. Saying Good Morning and have a nice day lets your passengers know you are human too! Where there's a will there's a way to learn who your students are. Check the names for each stop and identify the students. Do not allow just any student on your bus, make sure he or she is assigned to your route. Request their help while your learning. Its much nicer to address a student by name rather than "Hey You." Establishing a rapore with your students and by being responsive allows them to get to knwo you. During the learning process of "Who's Who" you are setting the guidelines for student behavior and what you expect. Being a responsible bus student doesn't just happen, they have to be taught. Professional drivers not only know their students but are involved in teaching them. Safety begins with you!! Be in the know and know who's who! Its up to you!!

DETERMINING DRIVER RESPONSIBILITY FOR ACCIDENTS

Preventable Accidents

A preventable accident is any reportable accident in which the driver in question failed to exercise every possible precaution to prevent the accident. Responsibility to prevent accidents goes beyond careful observance of traffic rules and regulations. Drivers should drive in a manner to prevent accidents, regardless of the other fellow's faulty driving or non-observance of traffic regulations.

Responsibility for automobile accidents is based on whether or not the accident was preventable and not on who was primarily responsible or at fault., Therefore:

UNLESS THOROUGH INVESTIGATION SHOWS EXTENUATING CIRCUMSTANCES QUITE BEYOND THE CONTROL OF THE DRIVER, THE FOLLOWING TYPES OF ACCIDENTS WILL BE REGARDED AS PREVENTABLE.

1. Grade Crossing Collision - Collisions with trains at grade crossings, regardless of where the accident occurred. Trains always have the right-of-way.

2. Backing Accidents - The care with which a vehicle is backed depends entirely on the driver - whether or not he uses both the left and the right rear view mirrors, and how careful he is to make certain the way is clear. The driver is in no way relieved of the responsibility to act safely when someone guides him. The guide does not have control of the vehicle and can neither start nor stop it.

3. Collision with the Vehicle Ahead - Having the vehicle ahead stop suddenly is a common highway hazard. Collisions with such vehicles are considered preventable because drivers should always follow at a safe distance.

4. Your Vehicle Struck in Rear by Another - Will be considered preventable when:

    a) Your driver was passing traffic when close to an intersection, then stopped suddenly at the intersection for a red light, stop sign, pedestrian or other vehicle.

    b) Vehicle was improperly parked.

    c) Vehicle rolled back in preparation for starting ahead.

    d) Driver made sudden stop to park, to load or unload merchandise or passengers, for a grade crossing, or for similar reasons.

5. Accidents at Intersections

    a) Driving Straight Through Intersection - Collisions with vehicles coming from either the left or the right, regardless of the presence or absence of stop signs or traffic lights, or whether the light was green or changing.

b) Driving Straight Through Intersection - Collision with approaching vehicle making left turn in front of your driver.

c) Starting Through Intersection When Light Changes - Collision with cross traffic which has not cleared the intersection.

d) Making Right or Left Turns - Collision with approaching or cross traffic. Collision with adjacent traffic even when the other vehicle is illegally passing at the intersection. Also collision with a vehicle leaving curb as your driver makes a right turn.

e) Making U Turn

6. Accidents While Passing or Being Passed - Drivers are required to overtake and pass safely and not speed up when being passed.

7. Weaving Right or Left - Failure to keep in line in multiple lane traffic. Some accidents may seem unavoidable if it appears that the other vehicle tried to pass through a space too narrow, when actually the space was made too narrow by the weaving of your driver.

8. Squeeze Plays and Shutouts - Usually due to leading driver forcing the other driver to the left of the center line - into viaduct column, parked vehicles, adjacent traffic, or off the roadway. Drivers should not get into a position where they may be forced into trouble, nor should they swerve as to force others into trouble.

9. Accidents in Pulling Away from the Curb or Other Parking Places - It is the responsibility of your driver to enter the flow of traffic safely.

10. Accidents When Entering Traffic from a Driveway, Alley or Side Street - It is our driver's responsibility to enter traffic safely from such locations.

11. Accidents When Other Drivers Enter the Main Road from Driveway, Alley or Side Street - These accidents may be prevented by Defensive Driving.

12. Collisions with Street Cars - Head-on, angle and sideswipe collisions and all rear end collisions or types covered in paragraph 3 and 4. Include are all accidents occuring when passing street cars. It is the drivers responsibility to pass safely.

13. Collisions with Vehicles from Opposite Direction - Include both head-on and side-swipe collisions.

14. Pedestrian Accidents - All types of pedestrian accidents, including collisions with children and with persons coming from between parked cars.

15. Non Collision and Collision with Fixed Objects - Includes overturning in roadway, running of roadway and collision with culvert, traffic signal, parked vehicle, or other object.

16. Skidding Accidents - In which your vehicle skids.

17. Accidents Due to Poor Visibility - Darkness, fog rain, snow, sleet, glare, defective vision, etc. The burden of responsibility is placed on the driver to operate his vehicle within the limits of his ability to see ahead.

18. Accidents Due to Faulty Brakes - It is the driver's responsibility to report faulty brakes. It is also the driver's responsibility to drive within the limits of the mechanical condition of the vehicle. This classification includes accidents caused by trucks rolling away from parked position, due to failure to block the vehicle, to properly set hand brake, air leak, etc.

19. Mechanical Failure - When the investigation of a "Mechanical Failure" accident shows that the mechanical failure which caused the accident was due to rough and abusive handling on the part of the driver, the resulting accident should be charged against the driver. Fleet operators should not permit nor require their drivers to operate mechanically defective equipment.

20. Yard and Terminal Accidents - The same rules apply regardless of where the vehicle is being operated. When operating on private property the driver is in no way relieved of his responsibility to operate safely.

HOW TO DETERMINE VEHICLE ACCIDENT PREVENTABILITY:

Preventability should be determined on the following basis.

1. The only ACCIDENTS WHICH SHOULD BE JUDGED NON-PREVENTABLE are those in which the vehicle was legally parked, or stopped, or standing for a traffic signal, or sign, traffic officer, or standing in the proper lane where traffic is jammed.

2. ACCIDENTS WHICH SHOULD BE JUDGED PREVENTABLE are those which have been screened to find the answer to this one question: "Was there anything the driver could have done that he did not do to prevent the accident?" If the answer is "yes", the accident is preventable and chargeable to the driver.

   Following the definition of a defensive driver, the questions asked here help to determine preventability and help each driver to understand what is meant by defensive driving. When you have gathered the facts about an accident, apply those questions to assess preventability.

   A defensive driver is one who makes allowances for the lack of skill and lack of knowledge on the part of the other driver - who recognizes that he has no control over the unpredictable actions of other drivers and pedestrians, nor over conditions of weather and road, and who therefore, develops a defense against all these hazards; he concedes his right of way and makes other concessions to avoid a collision; he is careful to commit no driving errors himself, and is defensively alert to avoid the accident traps and hazards created by weather, roads, pedestrians, and other drivers.

   Neither icy roads, curves, hiss, narrow roads, the absence of signs or signals out of order, nor carelessness, recklessness or ignorance on the part of others, relieves the driver in the slightest degree of his responsibility for driving without accident. These are situations likely to be encountered at any time, and we must drive accordingly.

HOW TO DETERMINE VEHICLE ACCIDENT PREVENTABILITY (con't)

1. INTERSECTION ACCIDENTS:

A. Did your operator approach the intersection at a speed safe for the conditions?

B. Was he prepared to stop before entering the intersection?

C. At a blind corner, did he pull out slowly, ready to shift his right foot at the brake pedal?

D. Did he make sure the other driver would stop for a traffic light or stop sign?

E. Did he obey all traffic signs?

F. Did he signal well in advance of his change in direction?

G. Did he turn from the proper lane?

H. Was he alert for the turns of other vehicles?

I. Did he avoid overtaking and passing in the intersection?

J. Did he refrain from jumping the starting signal or riding through the caution light?

If the answer to any question was "no" your operator was not driving defensively and is at fault.

FOUL WEATHER DRIVING

Bad weather affects all roads. Our interstate system is a marvelous example of modern engineering, but no matter how good the road is, it is dangerous when there is sleet, snow, or ice on the roadway. Speed must be reduced on slippery roads.

When road conditions are slippery, drivers must look farther ahead so they can anticipate emergencies and avoid the need for sudden maneuvers. Most skids are caused by last-second stops and turns on slippery pavements.

Extra care must be taken on hills. Brake over the top of blind hills at a speed that will permit you to bring your vehicle to a stop in case the highway isn't clear ahead. On a downgrade, both loss of traction and gravity are working against you.

Don't attempt to drive around or through a scene where other vehicles have obviously had trouble with the road conditions. The same conditions that caused their trouble may still be there when you arrive. When there is no room to get through, you must be prepared to stop.

During the winter months, snow-and ice-covered truck lots are prevalent. Good drivers will allow more clearance between their vehicles and other vehicles and fixed objects when maneuvering on bad surfaces. A pile of snow or an ice rut may throw vehicles off just enough to cause them to strike a stationary object, if not enough clearance has been allowed.

Drivers of vehicles with air brakes must take care to protect their air supply in freezing weather. Brakeline freeze can be annoying and dangerous. Many newer trucks are equipped with synthetic air lines, so the old solution of melting the ice with a fusee or torch is no longer a quick solution. If the vehicle is not equipped with an air dryer or other means of automatically expelling water and other contaminants from the air tanks, the driver must take the time to manually drain the air tanks every day.

The lighting systems of vehicles become especially important during the winter months. Nights are longer and visibility is often reduced by bad weather. Electrical systems are winter-sensitive. Approximately 80 % (percent) of all light bulb failure is due to environmental reasons. Drivers must inspect their lights more often during the winter and clean them when necessary so they can see and be seen by other highway user.

Foul weather driving is much more strenuous. Drivers need proper rest before every trip, and while enroute, fresh air helps keep drivers alert. An open window is an old safety practice, and it helps what is going on around their vehicles.

After all precautions are taken and good practices are followed, there still will be occasions when conditions become too hazardous to proceed. Good drivers will pull off the road at the first safe place, notify their companies of the delay, and wait until conditions improve before countinuing.

"Did you know the most critical temperature on ice is 30° - 33°?"

POSTINGS: All postings involving new positions, openings, athletic shuttles, St. Joseph, etc. or anything that would involve a sign-up sheet for driver availability will be posted on the Trip List Board.

As you check your mail box each day, also check the Trip List Board. This will keep you advised on all of the above. Also, all special instructions and notifications will be posted on this board!

TRIPS ----------CONTACT TRIP SECRETARY TO MAKE SURE THAT PARTICULAR TRIP IS ON IF THERE IS ANY DOUBT. ESPECIALLY BECAUSE OF WEATHER CONDITION.

ANY TRIP SHEET NOT PROPERLY FILLED IN WILL NOT BE PROCESSED BY PAYROLL AND WILL BE RETURNED TO THE DRIVER TO BE COMPLETED.

EXAMPLE:

VERIFIED BY _____ IF UNAVAILABLE - SO STATE ON TRIP SHEET

BUS # USED

EXACT MILEAGE ---TENTHS ARE IMPORTANT

TERMINATION TIME

YOUR SIGNATURE AND DATE

On any "extra-curricular" trip (Athlectic, Education or other), the driver will not leave the activity location until the students are on board ready to return home. The only exception to this directive will be when the driver is instructed to do differently directly by the Coach, Advisor, Band Director or Transportation Supervisor.

ACCIDENT PROCEDURE

NOTE: THE INVESTIGATING POLICE OFFICER IS "IN CHARGE" AT THE ACCIDENT SCENE. ALL INFORMATION, OR QUESTIONS, MUST GO TO HIM. YOU TALK TO NO ONE EXCEPT THE INVESTIGATING OFFICER ABOUT DETAILS OF THE ACCIDENT.

1. STOP IMMEDIATELY - Remove key and secure vehicle.

2. Activate Four-Way Flashers

3. A. Radio Base - Radio Transmissions are on "Yellow Alert" possibly "Red"

   B. Phone Police - Dover Twp. - 349-0150
   (always) So. Toms River - 349-6913
   Beachwood - 341-1242
   Pine Beach - 341-2616

   C. Call Transportation Office at: 349-2675 or 341-9200 ext. 276-277

4. Check students for Injuries

5. Check Names and Addresses of Students from your Student List*

6. Do Not Move Vehicle Until Police Arrive-evacuate safely if necessary

7. Obtain Name of Other Driver and Officer

8. Plate Number

9. License Number, Insurance Company

10. Note any Witnesses, Obtain Names

11. Observe Conditions and Surroundings

12. Any student riding on your bus, while it is involved in an accident, MUST receive medical attention. The investigating police officer will coordinate which children should report to emergency room and which can be checked by the school nurse. Again--ALL students involved in an accident MUST see either the school nurse or report to the emergency room.

13. Report to Transportation Office Immediately on Your Return to Fill Out Accident Forms

*YOUR STUDENT LIST IS THE MOST IMPORTANT DOCUMENT YOU WILL HAVE AT THE SCENE OF AN ACCIDENT. MAKE SURE IT IS ACCURATE AND UP-TO-DATE. PRESENT IT IMMEDIATELY TO THE INVESTIGATING OFFICER.

PERSONAL INJURY REPORT
W/C PROCEDURE

1. All injuries and accidents must be officially reported on proper forms within 48 hours of incident. Those that are not, are subject to disqualification.

2. Any injury resulting in on the job time loss, must see a "Board Approved Doctor" on the day of injury. In the event a "Member Doctor" cannot be seen, you must report to Emergency Room. If you see your own physician first, it is at your expense. You must see an approved W/C Doctor.

3. If a second opinion is sought by you, you must clear it through Will-Gard. Otherwise it is at your own expense.

4. All verications of Doctors' appointments must be submitted to this office within 24 hours of appointment.

5. The Board Approved Member Doctors' list will be posted in the Drivers Room.

6. All appointments should be made not to conflict with working hours.

7. In the event an appointment cannot be made that would not conflict with working hours, a Personal Leave Card must be submitted with the following information:

   a. Bold letters at top of card

      W/C APPOINTMENT

   b. Date - Time of Appointment

   c. Doctor's Name

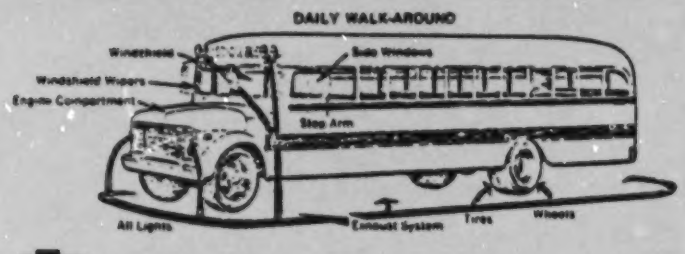
   d. Complete all information on card

8. The Board of Education has established a "Safety and Review Board".

   The purpose of this Board is to determine if an accident is "Preventable" or "Non-Preventable". The Board of Education is concerned with Safety Procedures throughout the district. The goal of the Board of Education is to make the entire district a "Safety Conscious Concern" for the protection of its employees.

SAFETY CHECK

School Bus Drivers Five-Minute Daily Walk-Around And Inside Safety Check



PRODUCT & SAFETY ACTIVITIES DEPT.

INSIDE SAFETY CHECK

- Steering Wheel
- Directional Signals
- Horn Button
- Oil Pressure Gauge
- Ammeter (Generator/Alternator)
- Water Temperature Gauge
- Fuel Gauge
- Vacuum or Air Pressure Gauge
- Defroster
- Windshield Washer
- Windshield Wipers
- All Warning Lights
- Brake Pedal and Brake Warning Light
- Clutch Pedal
- Gear Shift Lever
- Neutral Safety Switch
- Parking Brake
- Headlights
- Hazard Warning Flasher
- Stop Arm Control
- Service Door Control
- Driver's Seat and Seat Belt
- Mirrors
- Windshield
- Side Glass
- Fire Extinguisher
- First Aid Kit
- Fuses and Emergency Equipment
- Emergency Door and Buzzer
- Clean Bus
- Interior Lights

School Buses should be checked before placing bus in service, or following the day's run. All faulty or improperly functioning equipment should be reported, in writing, to proper authorities, so that maintenance personnel are notified promptly, and the condition can be repaired immediately, if necessary.

ALL DRIVERS MUST DO THE DAILY WALK-AROUND BEFOKE LEAVING ON THEIR A.M. RUNS.

OIL CHECK MUST BE DONE EVERY A.M. WITH THE PRE TRIP.

BEST COPY AVAILABLE

DRIVER'S SCHOOL BUS CONDITION REPORT

Check___ if OK and __X__ if defective and list under remarks. During warm-up, if the vehicle has any malfunctions that will impair a safe trip, call Maintenance before moving the vehicle.

BUS #_____ N.J. REGISTRATION #_____ DATE_____

MILEAGE (Beginning)_____ MILEAGE (Ending)_____

BEFORE OPERATING VEHICLE	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
Tampering and Damage							
* Safety Equipment							
Tires, Wheels & Lugs							
Glass and Mirrors							
Registration							
Oil level checked							
Seats-loose or cut							
DURING WARM UP							
Brake Light Indicator							
Brakes (Foot & Parking)							
Vacuum							
Oil Pressure							
Warning Lights							
Turn Signals & 4-Way							
Amp. Meter							
Lights							
Horn							
Emergency Door & Buzzer							
Windshield Wipers&Washers							
Heater & Defrosters							
Fuel							
Passenger Door							
DURING OPERATION							
Exhaust System							
Brakes							
Clutch							
Transmission							
Steering							
Instruments							
Driver Seat Belt							
Other							

DRIVER MUST INITIAL AT BEGINNING OF EACH DAY'S WORK

*Includes: Ax, wrecking bar, portable warning devices, first aid kit, fire extinguisher and chains (if required).

REMARKS: _____

Signature of Driver: _____

(75A)

BEST COPY AVAIL

BOARDING PASSES

BOARDING PASSES WILL BE USED FOR GENERAL INFORMATION FOR YOU IN REGARDS TO ROUTES. ALSO WHEN YOU NEED A STUDENT'S NAME, HAVE HIM FILL OUT A PASS. IF HE REFUSES OR WRITES A FICTITIOUS NAME WE WILL TRACE IT DOWN THROUGH THE PRINCIPAL.

WHEN A STRANGER APPEARS ON YOUR BUS, HAVE HIM FILL OUT A PASS. THE BOARDING PASS WILL ENABLE US TO CONTROL THE STUDENTS WHO ARE TAKING BUSES THAT ARE NOT ASSIGNED TO THEM. WE HOPE TO HAVE THE SCHOOLS ISSUE THIS PASS WHEN THEY GRANT PERMISSION FOR A STUDENT TO RIDE A DIFFERENT BUS.

BUS PASSES ARE TO BE COLLECTED FROM THE STUDENTS WHEN ENTERING THE BUS THE FIRST WEEK OF SCHOOL. ONLY THOSE PASSES THAT HAVE CHANGES ARE TO BE TURNED INTO THIS OFFICE FOR PROCESSING. ALL OTHERS MAY BE DISPOSED OF.

** ALL STUDENTS WILL AUTOMATICALLY BE ASSIGNED A SEAT. THEIR SEAT NUMBER WILL APPEAR ON THE BUS PASS. THIS INFORMATION MUST BE TRANSCRIBED ON THE DRIVER'S SEATING CHART. A COPY IS TO BE SUBMITTED TO THE OFFICE.

THE NEW PROCEDURES OUTLINED ARE NECESSARY FOR ORGANIZATION WITHIN THE DEPT. YOUR COOPERATION IS ESSENTIAL AND APPRECIATED. GOOD LUCK AND THANKS AGAIN FOR ALL YOUR SUPPORT AND COOPERATION!

RESPECT THE RIGHTS OF OTHERS

TOMS RIVER SCHOOLS
TOMS RIVER, NEW JERSEY

BUS PASS

RESPECT THE PROPERTY OF OTHERS

REGULATIONS

1 - Be at the assigned bus stop five minutes before the scheduled pick up time.
2 - Students are expected to use common sense in their behavior at bus stop.
3 - Do nothing while on the bus that could distract the Driver from his driving.
4 - The Driver is required to report infractions of these rules to your building Principal immediately.

KINDERGARTEN ONLY

TO THE PARENT OR GUARDIAN OF

RIDING THE BUS IS A PRIVILEGE - DO NOT ABUSE IT

SCHOOL

STUDENT NAME

BLAGS	ZONE	STOP	ROUTE IN	ROUTE OU

STOP ADDRESS

STUDENT PLEASE COMPLETE BELOW

NAME _____

ADDRESS _____

SCHOOL _____

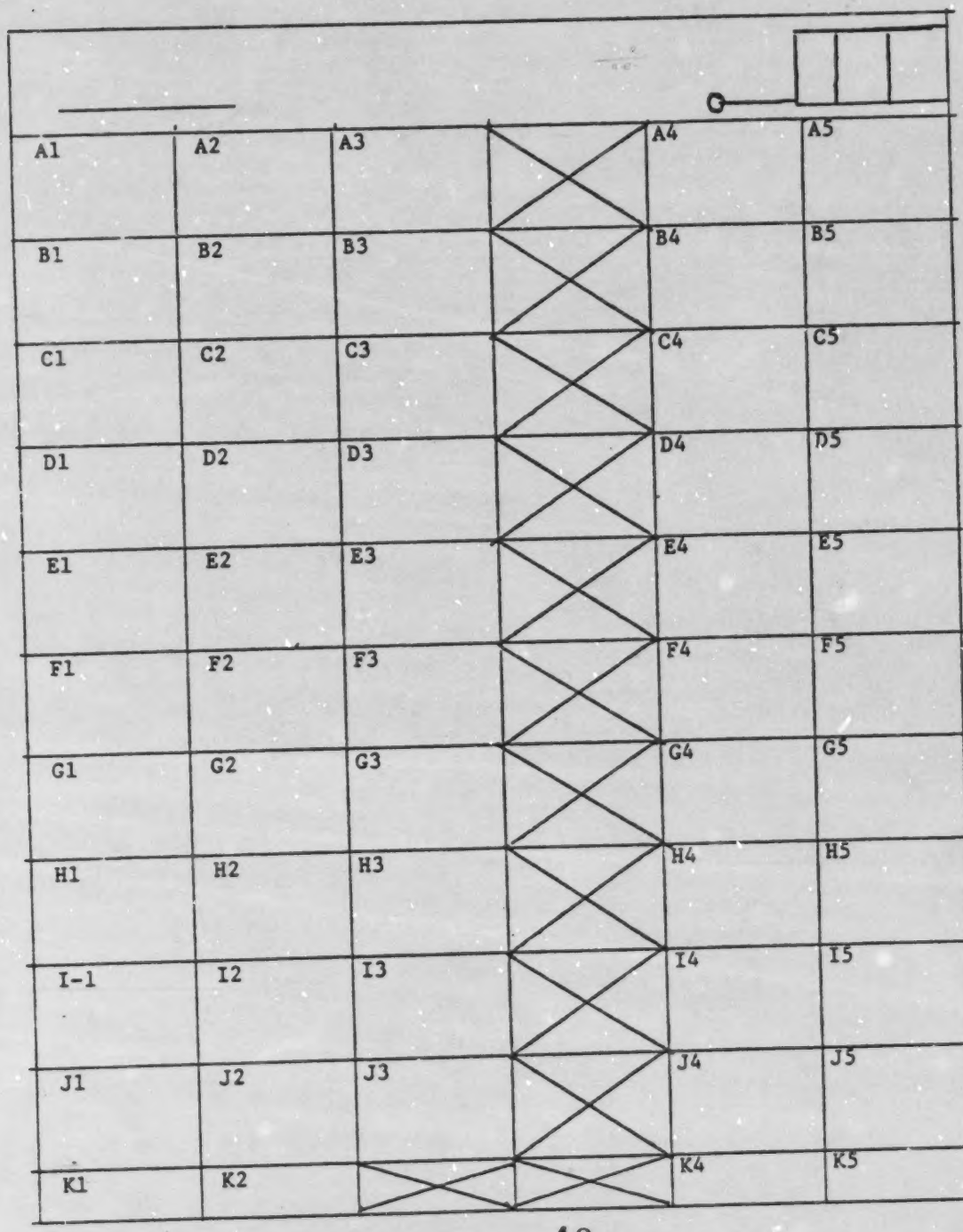
RETAIN THIS CARD AND PRESENT TO BUS DRIVER ON REQUEST.

SCHOOL:_____

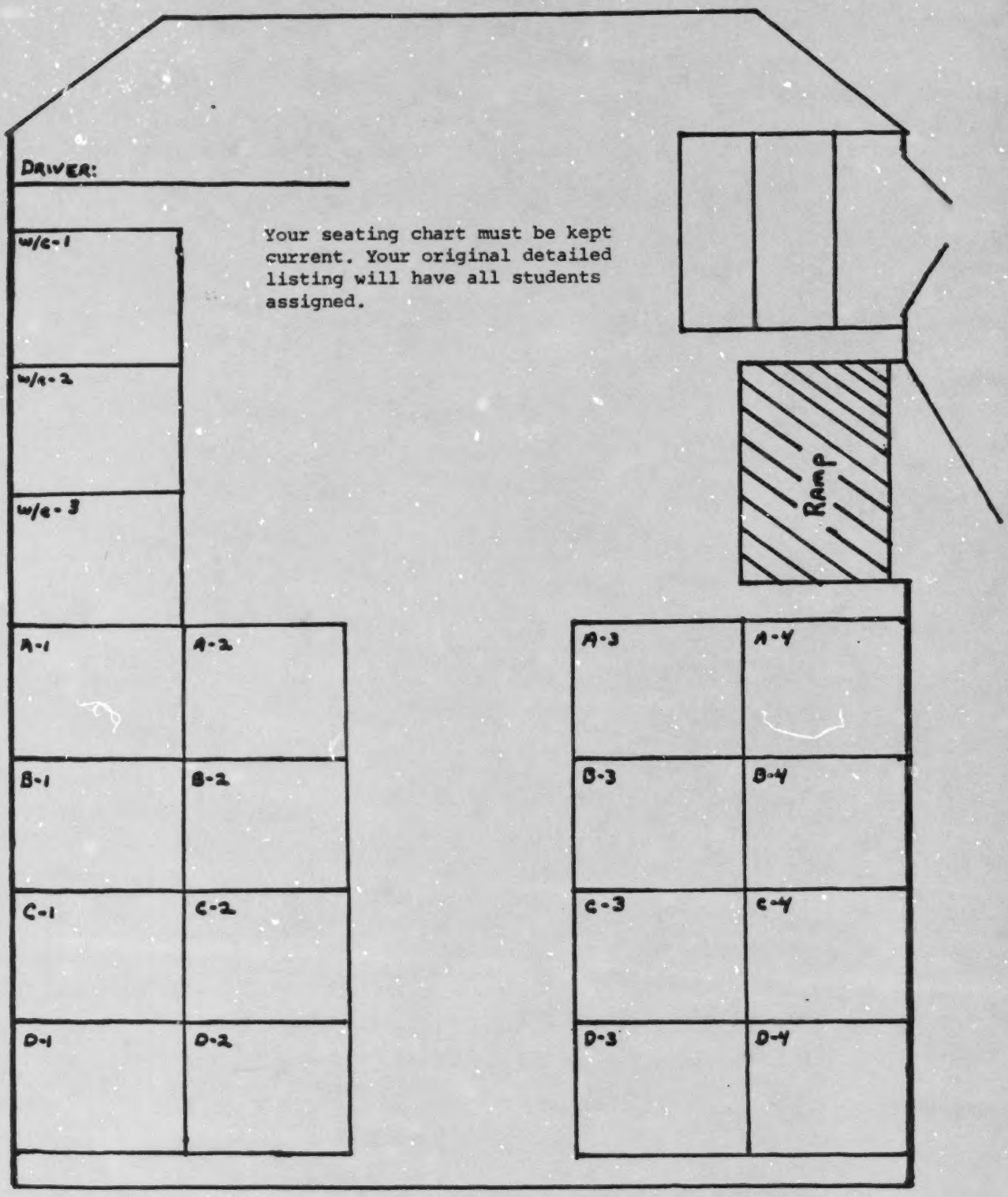
ROUTE #:_____

SEAT ASSIGNMENT CHART

Your seating chart must be kept current. Your original detailed listing will have all students assigned.



"Mini-Bus Seating Assignment"



Your seating chart must be kept current. Your original detailed listing will have all students assigned.

School: _____ Bus #: 44 DATE: _____

"ALPHA - TID - BITS"

A. "Always be professional".

B. "B" mentally and physically alert.

C. "Courtesy" on and off the roads.

D. "Do" your daily walk around.

E. "Expect" the unexpected.

F. "Fuel" your vehicle carefully.

G. "Greet" your passengers with a smile and by name.

H. "Help" your passengers and your fellow drivers.

I. "Inspect" your vehicle between runs.

J. "Join" the safe driver team.

K. "Keep" your "Route Books" updated!!

L. "Leave" problems off the bus - drive defensively.

M. "Make" sure students are getting on and off at assigned stops.

N. "Never" assume.

O. "Operate" your vehicle in a safe and efficent manner.

P. "Post" proper route cards at all times!!!

Q. "Quality" transportation depends on you!

R. "Radio" transmissions business only!!!

S. "Safety" first.

T. "Time" of pick-ups must be consistant.

U. "Use" good judgement! Don't take chances!

V. "Vehicles" must be cleaned daily.

W. "Write-up" all incidents, accidents and injuries.

X. "X-Ray" eyesight - protect your eyes.

Y. "You" are the key to the success of the Toms River Transportation system!

Z. "Zone" and stops must be clearly indicated on maps and count sheets.

EMERGENCY PHONE NUMBERS

PLEASE KEEP THESE NUMBERS IN YOUR POSSESION AT ALL TIMES:

DOVER POLICE.....349-0150

BEACHWOOD POLICE.....341-1242

PINE BEACH POLICE.....341-2616

SO. TOMS RIVER POLICE.....349-6913
(If no answer.....349-2010)

OFFICE.....349-2675

PATRICIA THOMAS.....367-2687

GUS KAKAVAS.....341-4833
(Pager - 216)

RICHARD HERBER.....349-9010

JOE PLACENTE.....341-1399

GREG NIELSEN.....349-2459

WALT JOHNSON.....349-2651

GARAGE 349-2651

JOHN CANCRO 349-8184
(Pager - 227)

MECHANICS

BROWN, ARTHUR.....269-2557

DITTUS, ROBERT.....244-9417

DVORAK, DARREN.....270-6517

FREDERICKSEN, GEORGE.....244-6575

GODIER, ARMIN.....929-2896

FEE, THOMAS..... 609-698-2191

HUMMEL, JOSEPH.....920-7337

JOHNSON, WILLIAM, E.....349-3407
(Also.....349-4908)

MATRANO, TONY.....341-1282

VINCENT, JOSEPH.....698-1769

WEDDING, DONALD.....341-7520

HULLFISH, WALTER.....929-8541

SCHOOL TELEPHONE NUMBERS

TOMS RIVER BOARD OF EDUCATION.....341-9200

HIGH SCHOOL SOUTH.....Dr. Holloway.....ext. 300

HIGH SCHOOL NORTH.....Mr. Ryan.....ext. 347

HIGH SCHOOL EAST.....Mr. Piscal.....ext. 504

NORTH DOVER ELEM.....Ms. Policare.....ext. 434

HOOPER AVENUE.....Mr. Catalano.....ext. 470

CEDAR GROVE.....Mr. Grasso.....ext. 461

PINE BEACH.....Ms. Adams.....ext. 442

SILVER BAY.....Mr. Monaco.....ext. 491

WALNUT ST.....Mr. Pallan.....ext. 446

E. DOVER ELEM.....Mr. Falcetta.....ext. 481

W. DOVER ELEM.....Mr. Defibaugh.....ext. 438

WASHINGTON STREET.....Mr. Dolan.....ext. 430

INTERMEDIATE EAST.....Mr. Gluck.....ext. 402

INTERMEDIATE WEST.....Mr. Grigg.....ext. 380

SOUTH T.R. ELEM.....Mr. Pacina.....ext. 252

ST. JOSEPH HIGH.....Sister Carmella.....349-8801

ST. JOSEPH ELEM.....Sister Julianna.....349-2355

AMBASSADOR.....Ms. Thompson.....349-0745

OCEAN COUNTY VOCATIONAL.....349-8425

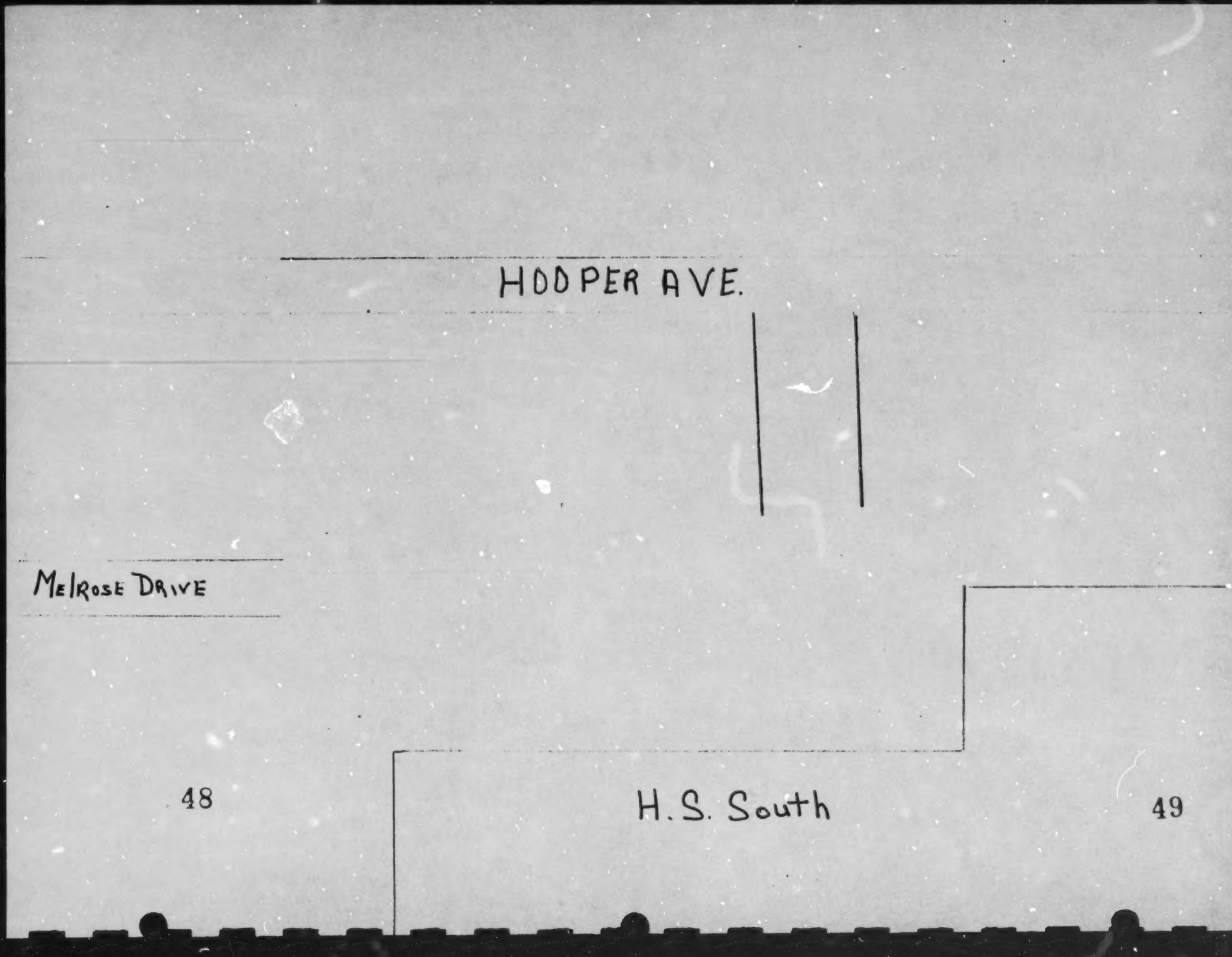
JACKSON VOCATIONAL SCHOOL.....928-3830

BRICK VOCATIONAL.....920-0050

WARE VOCATIONAL.....609-693-3434

PLEASE - FOR EMERGENCIES ONLY

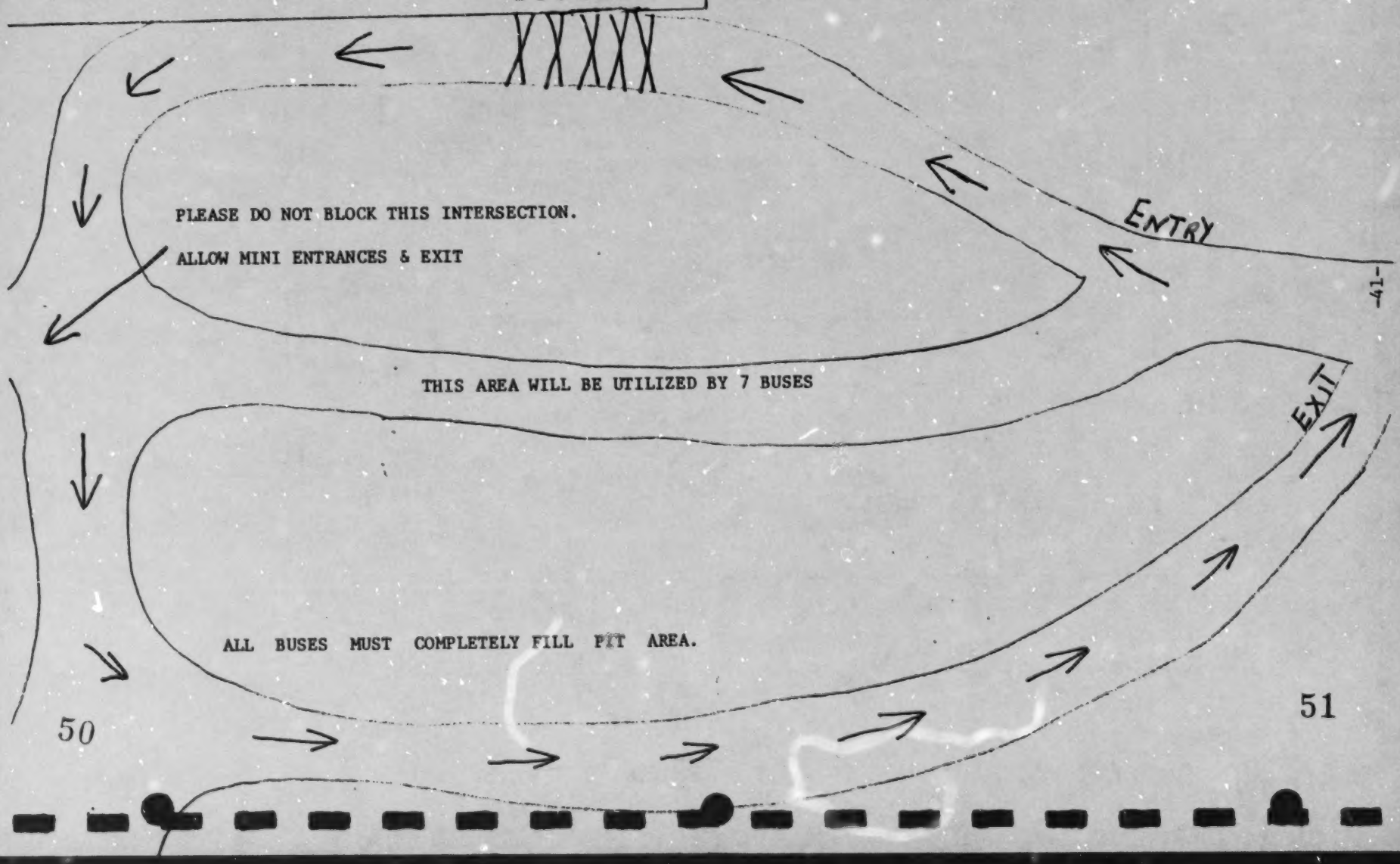
47


HOOPER AVE.
MELROSE DRIVE
48
H.S. South
49

NO CUTTING LINE OR BACK UP. ALL BUSES PROCEED IN SINGLE FILE ORDER ON ARRIVALS AND DISMISSALS.

DO NOT LEAVE ENGINES RUNNING!

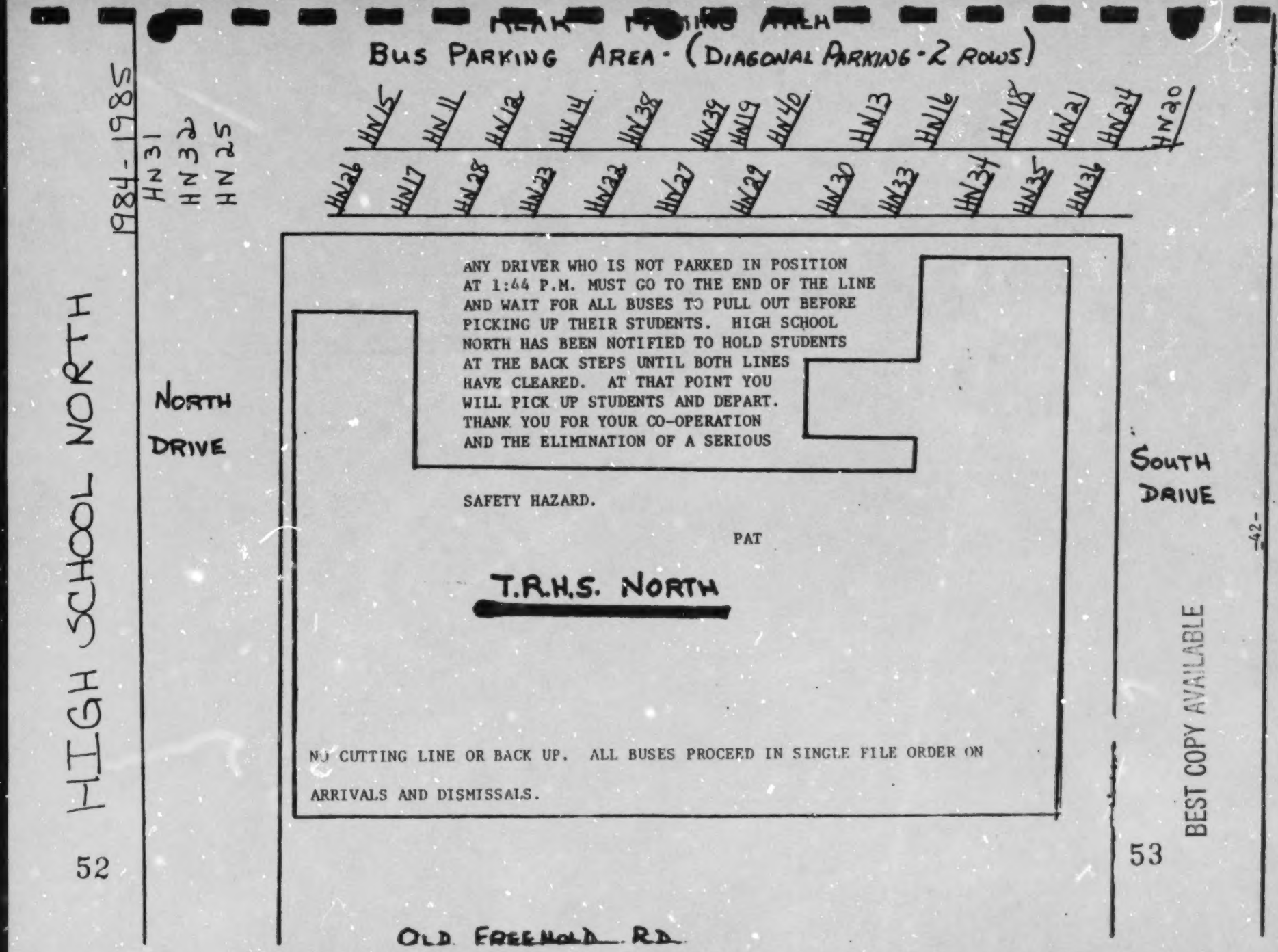
HIGH SCHOOL SOUTH PARKING


LIBRARY
PLEASE DO NOT PARK IN FRONT OF LIBRARY.
PLEASE DO NOT BLOCK THIS INTERSECTION.
ALLOW MINI ENTRANCES & EXIT
ENTRY
THIS AREA WILL BE UTILIZED BY 7 BUSES
EXIT
ALL BUSES MUST COMPLETELY FILL PIT AREA.

-41-

50

51



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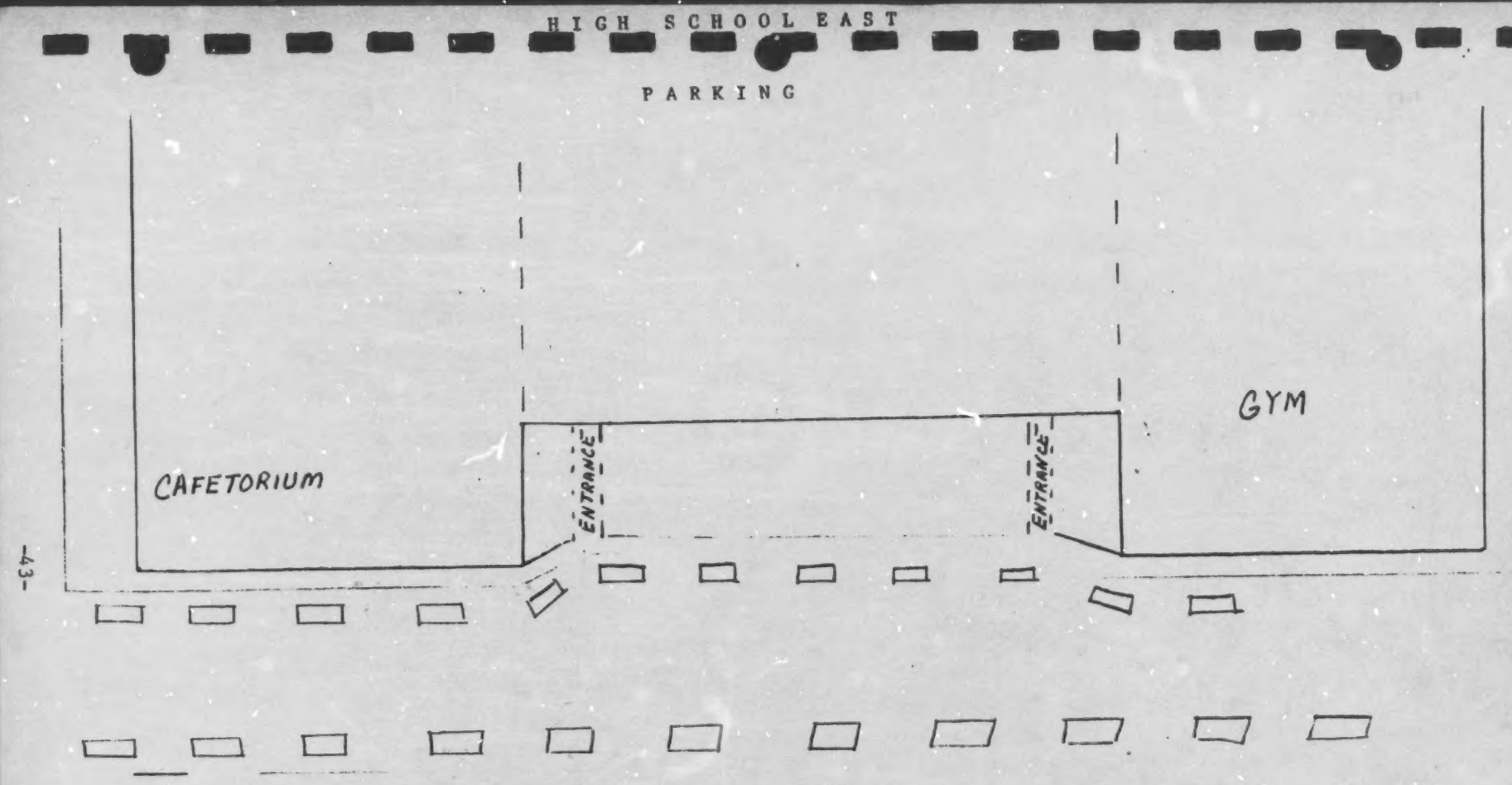
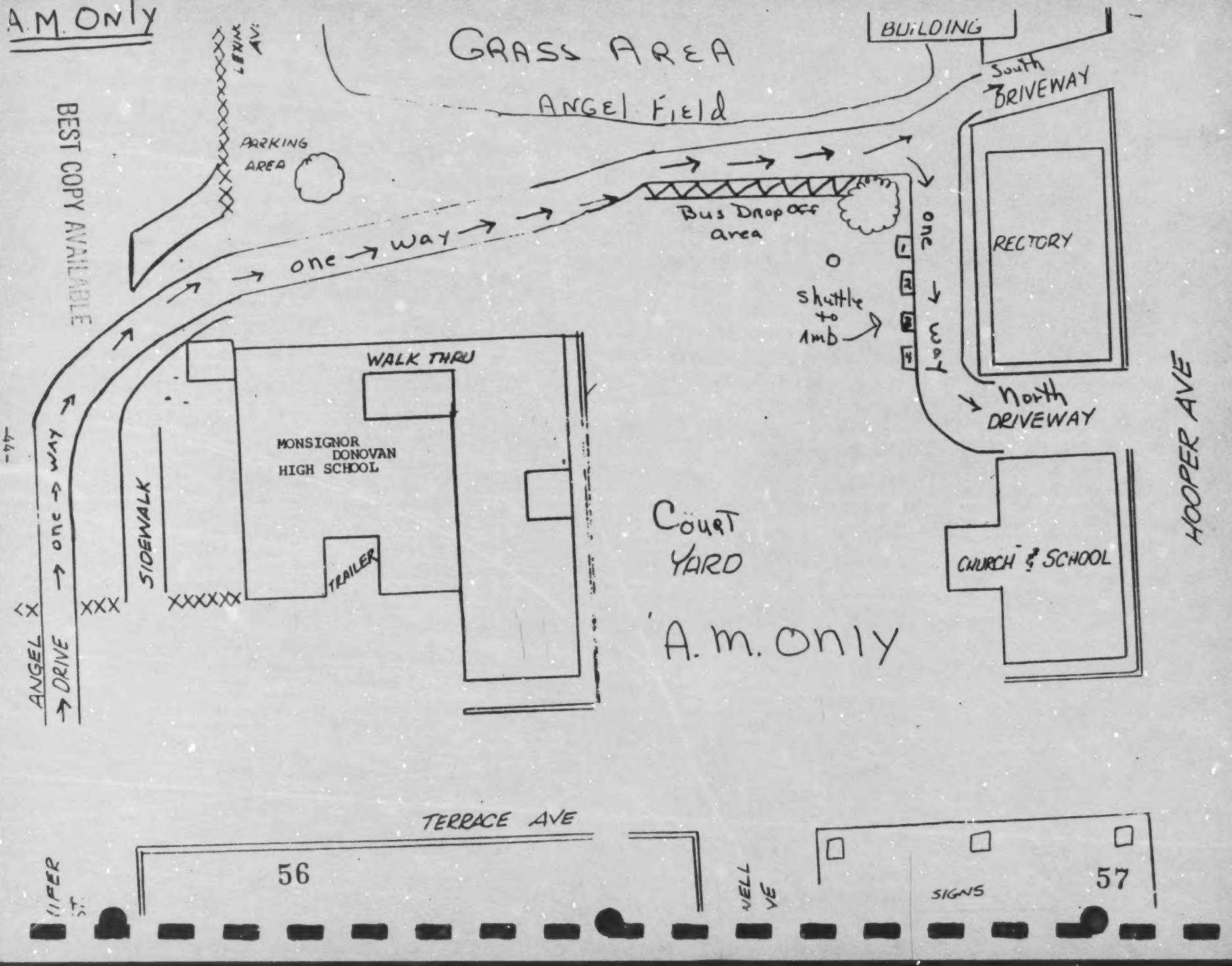


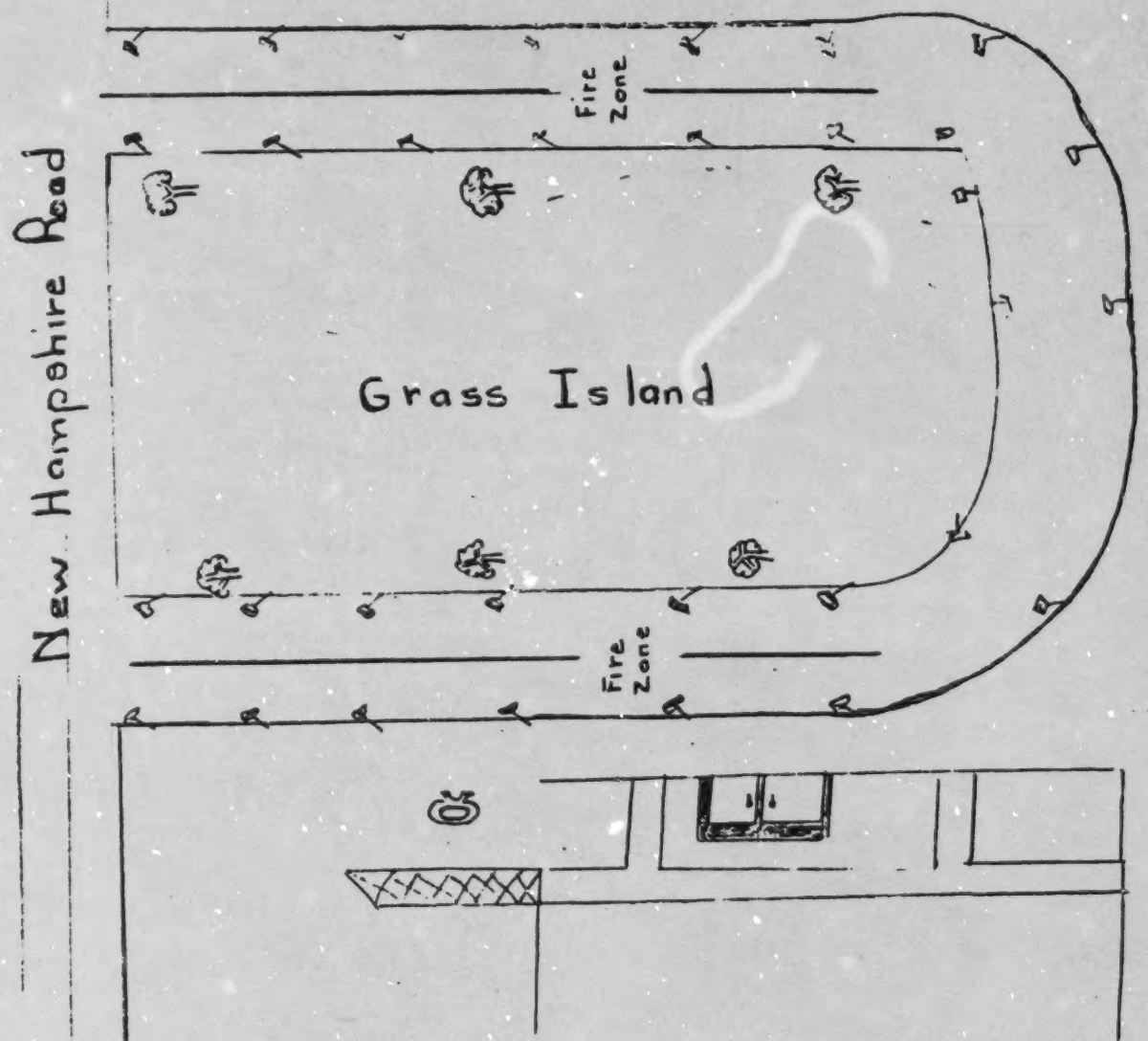
THIS BUS LOADING/UNLOADING AREA IS 600' LONG AND WILL ACCOMODATE TWO (2) ROWS OF 15 BUSES or 30 BUSES TOTAL.

NO CUTTING LINE OR BACK UP. ALL BUSES PROCEED IN SINGLE FILE ORDER ON ARRIVALS AND DISMISSALS.


A.M. Only
GRASS AREA
ANGEL FIELD
BUILDING
South DRIVEWAY
PARKING AREA
BEST COPY AVAILABLE
one → way
Bus Drop off area
one → way
RECTORY
shuttle to lmb
WALK THRU
MONSIGNOR DONOVAN HIGH SCHOOL
SIDEWALK
TRAILER
North DRIVEWAY
COURT YARD
A.M. Only
CHURCH & SCHOOL
HOOPER AVE
ANGEL DRIVE
TERRACE AVE
56
57
SIGNS

BEST COPY AVAIL

North Dover School
Bus Parking Area



Approximately 11 buses fit in this area.

P Represents - No Parking Fire Zone Signs

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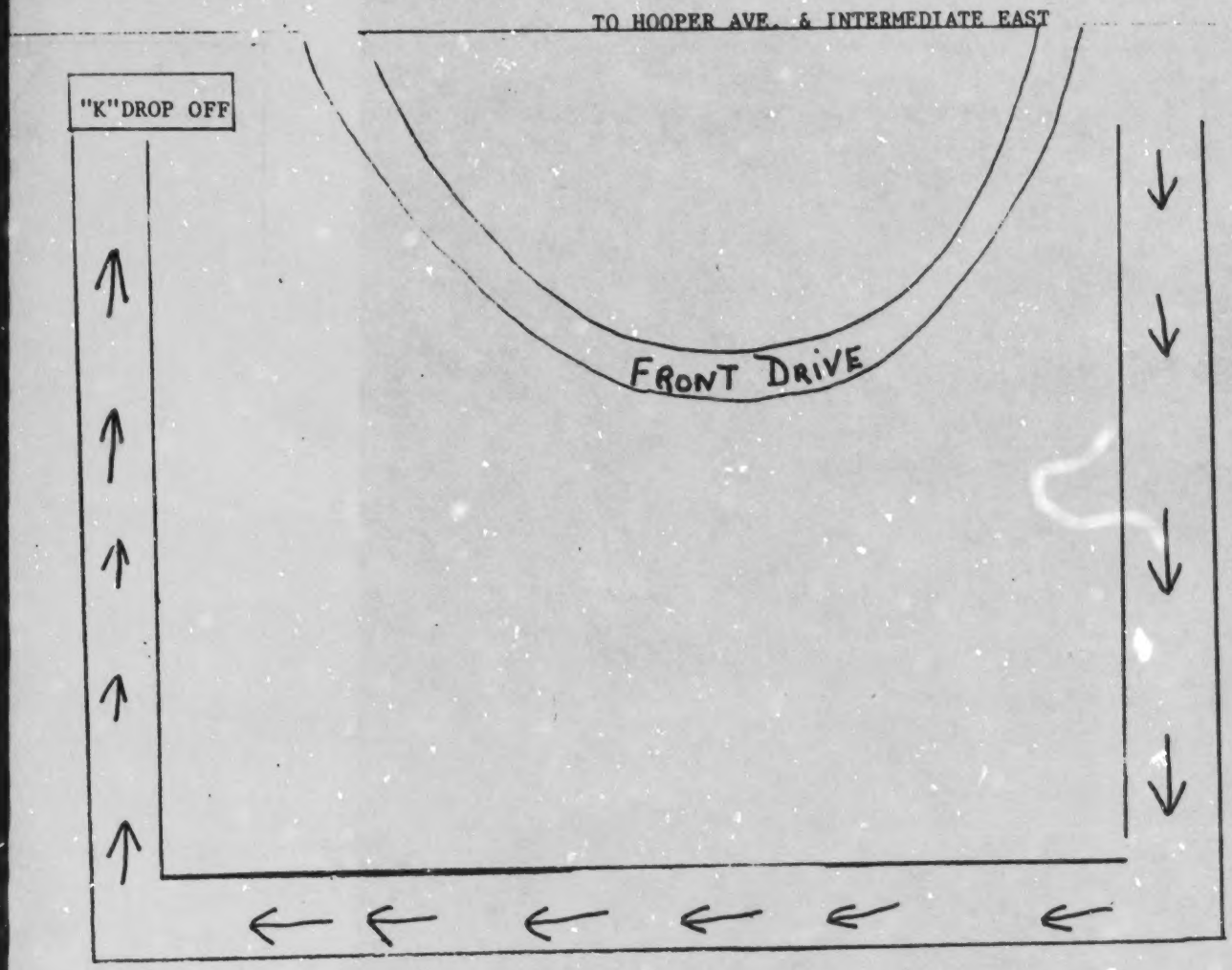
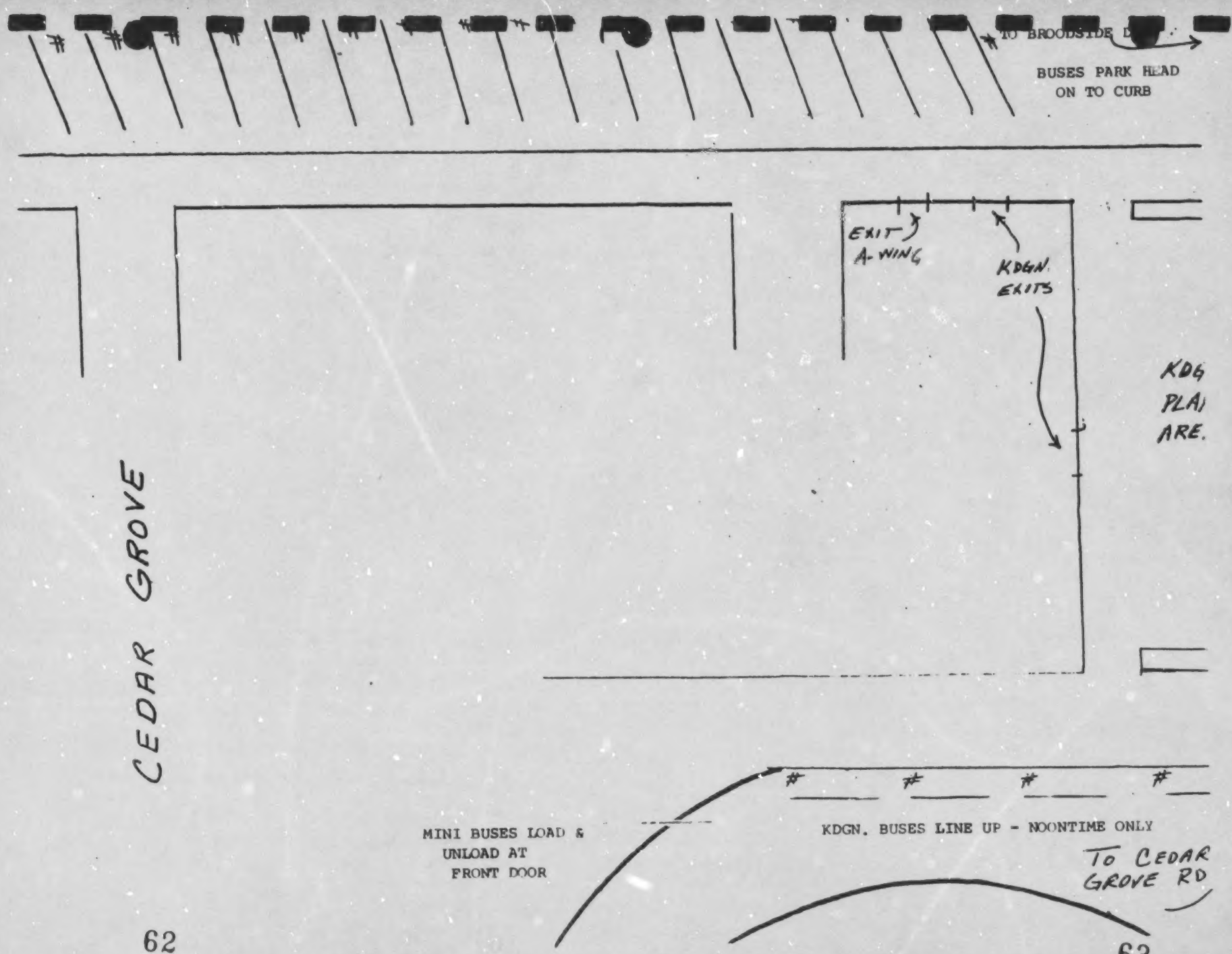
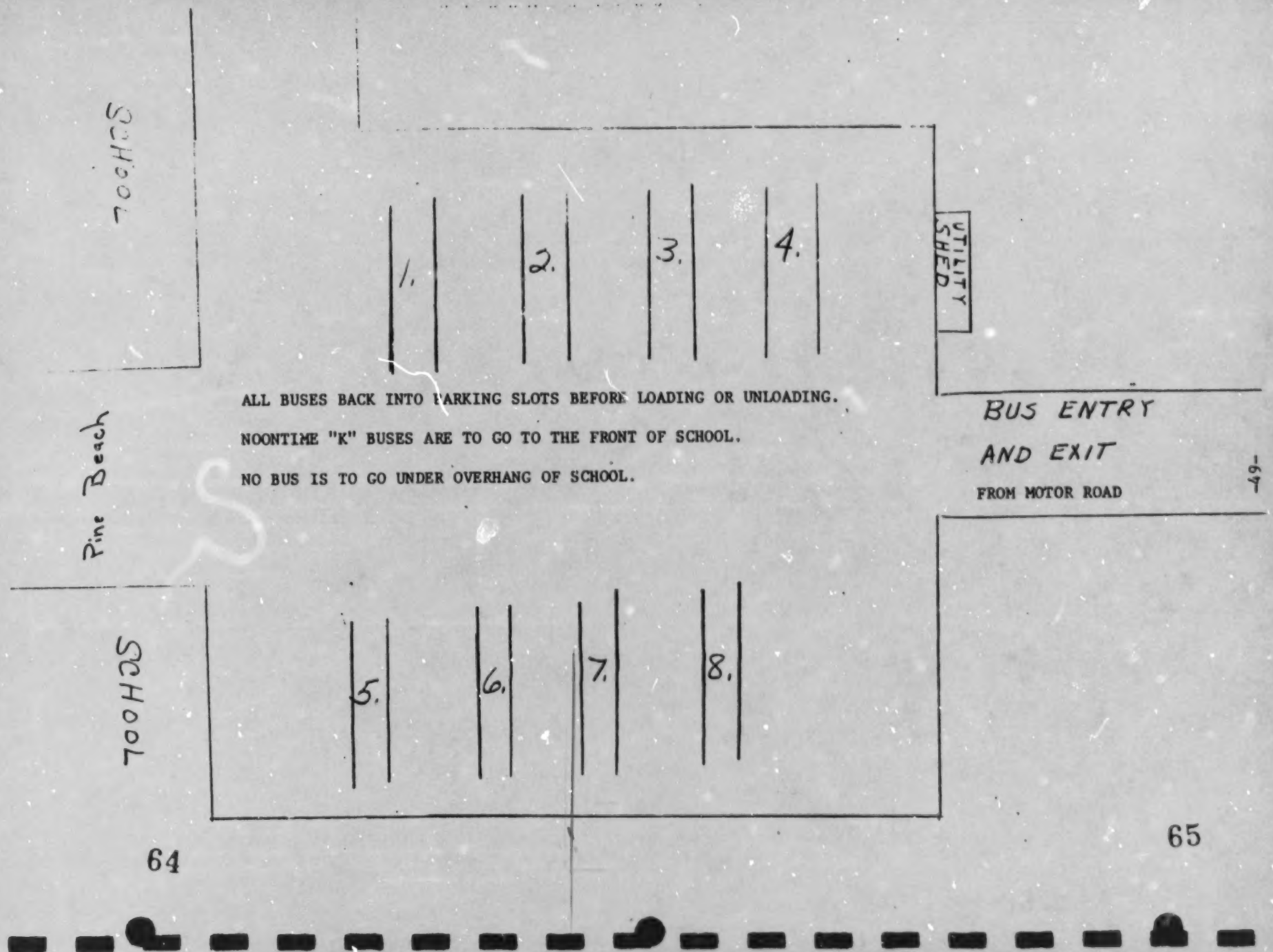
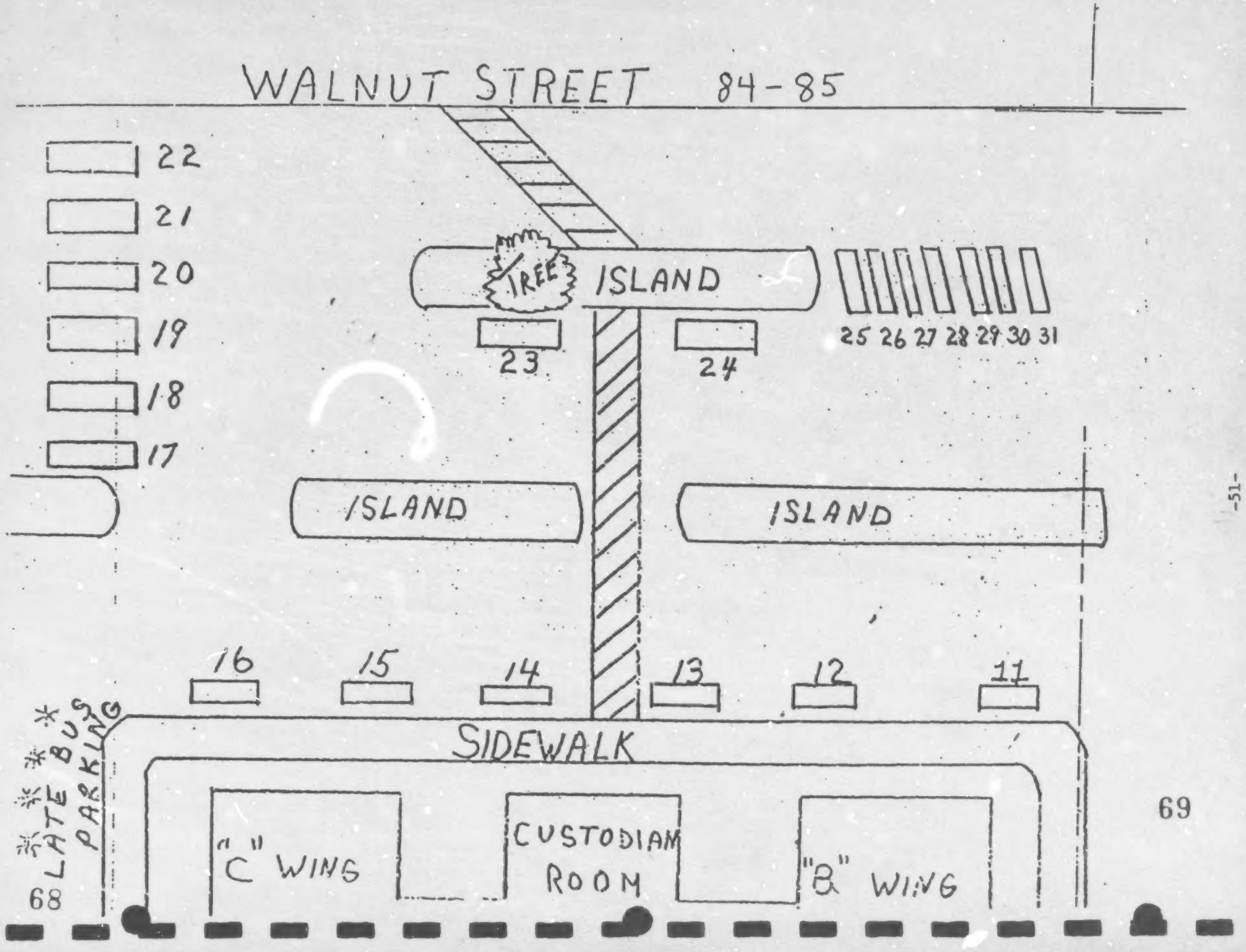
HOOPER AVE. ELEMENTARY




TO BROOKSIDE D
BUSES PARK HEAD ON TO CURB
EXIT A-WING
KDGN EXITS
KDG PLA ARE.
CEDAR GROVE
MINI BUSES LOAD & UNLOAD AT FRONT DOOR
KDGN. BUSES LINE UP - NOONTIME ONLY
To CEDAR GROVE RD
62
63

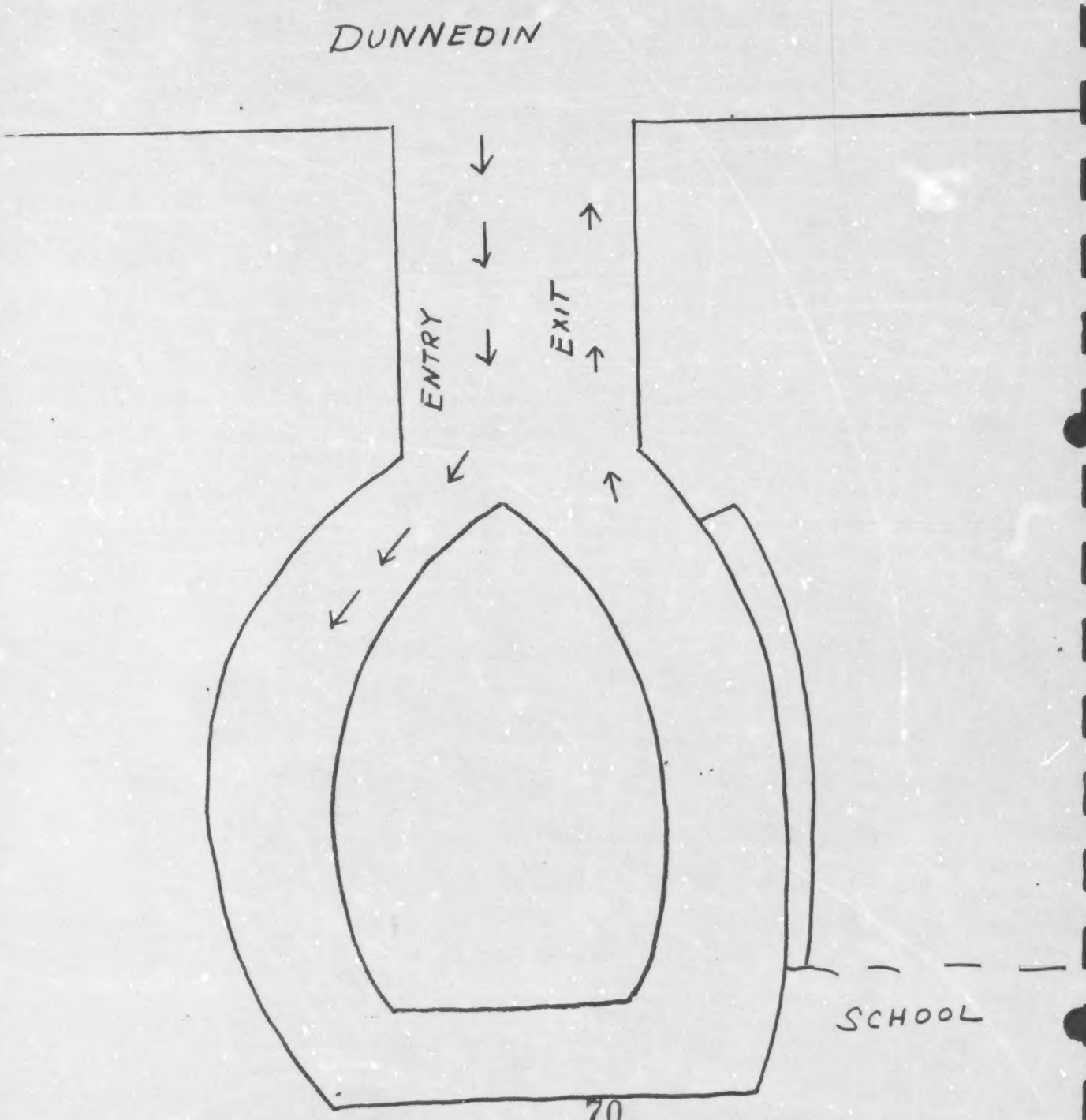

SCHOOL
1.
2.
3.
4.
UTILITY SHED
ALL BUSES BACK INTO PARKING SLOTS BEFORE LOADING OR UNLOADING.
NOONTIME "K" BUSES ARE TO GO TO THE FRONT OF SCHOOL.
NO BUS IS TO GO UNDER OVERHANG OF SCHOOL.
BUS ENTRY AND EXIT FROM MOTOR ROAD
Pine Beach
SCHOOL
5.
6.
7.
8.
64
65

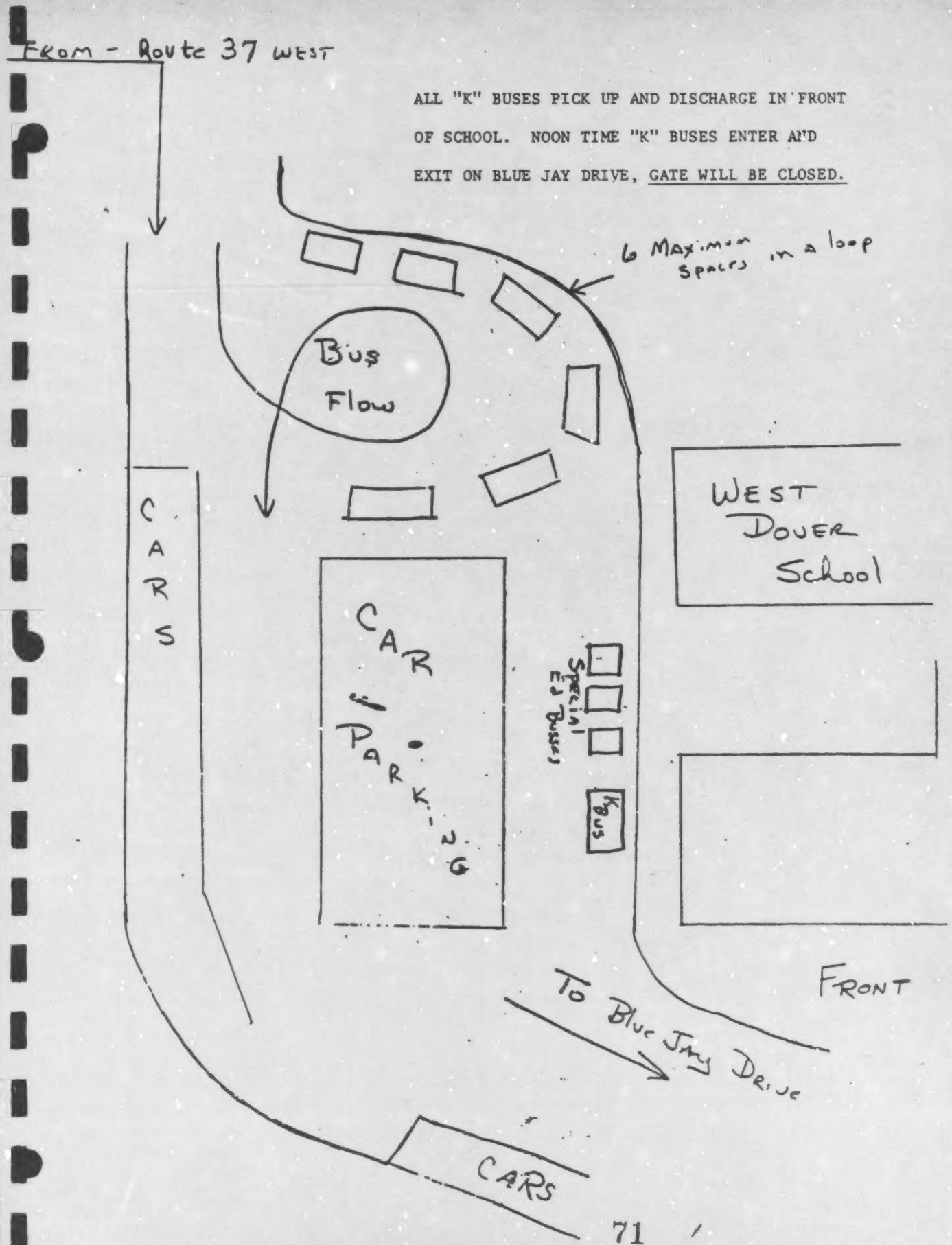
SCHOOL
SILVER BAY ROAD
MINI PARKING
SILVER BAY SCHOOL
PARKING
NOON TIME ONLY - "K" BUSES PICK UP AND
DISCHARGE IN CIRCLE IN FRONT OF SCHOOL.
66
67


WALNUT STREET 84-85
22
21
20
19
18
17
TREE
ISLAND
23
24
25 26 27 28 29 30 31
ISLAND
ISLAND
16
15
14
13
12
11
SIDEWALK
* LATE BUS * PARKING
68
"C" WING
CUSTODIAN ROOM
"B" WING
69

EAST DOVER PARKING

ALL BUSES PULL AROUND CIRCLE IN BACK OF SCHOOL. SINGLE FILE PULL UP TIGHT. "K" BUSES PICK UP & DISCHARGE IN FRONT OF SCHOOL.



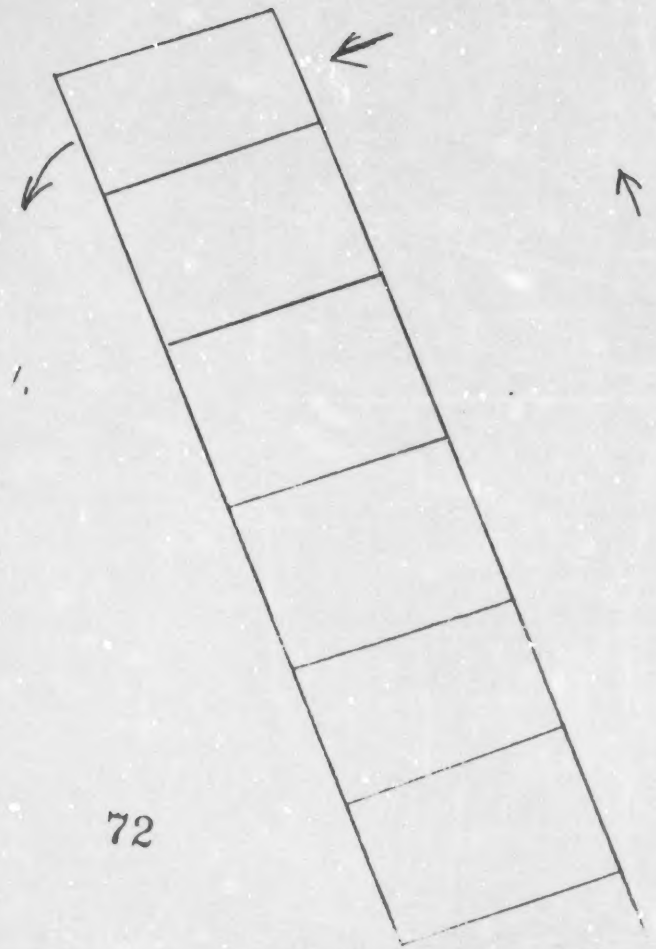

From - Route 37 West
ALL "K" BUSES PICK UP AND DISCHARGE IN FRONT OF SCHOOL. NOON TIME "K" BUSES ENTER AND EXIT ON BLUE JAY DRIVE, GATE WILL BE CLOSED.
6 Maximum Spaces in a loop
Bus Flow
CARS
CAR PARKING
Special Ed Buses
K Bus
WEST DOVER School
FRONT
To Blue Jays Drive
CARS

WASHI ON STREET SCHOOL

BUS PARKING

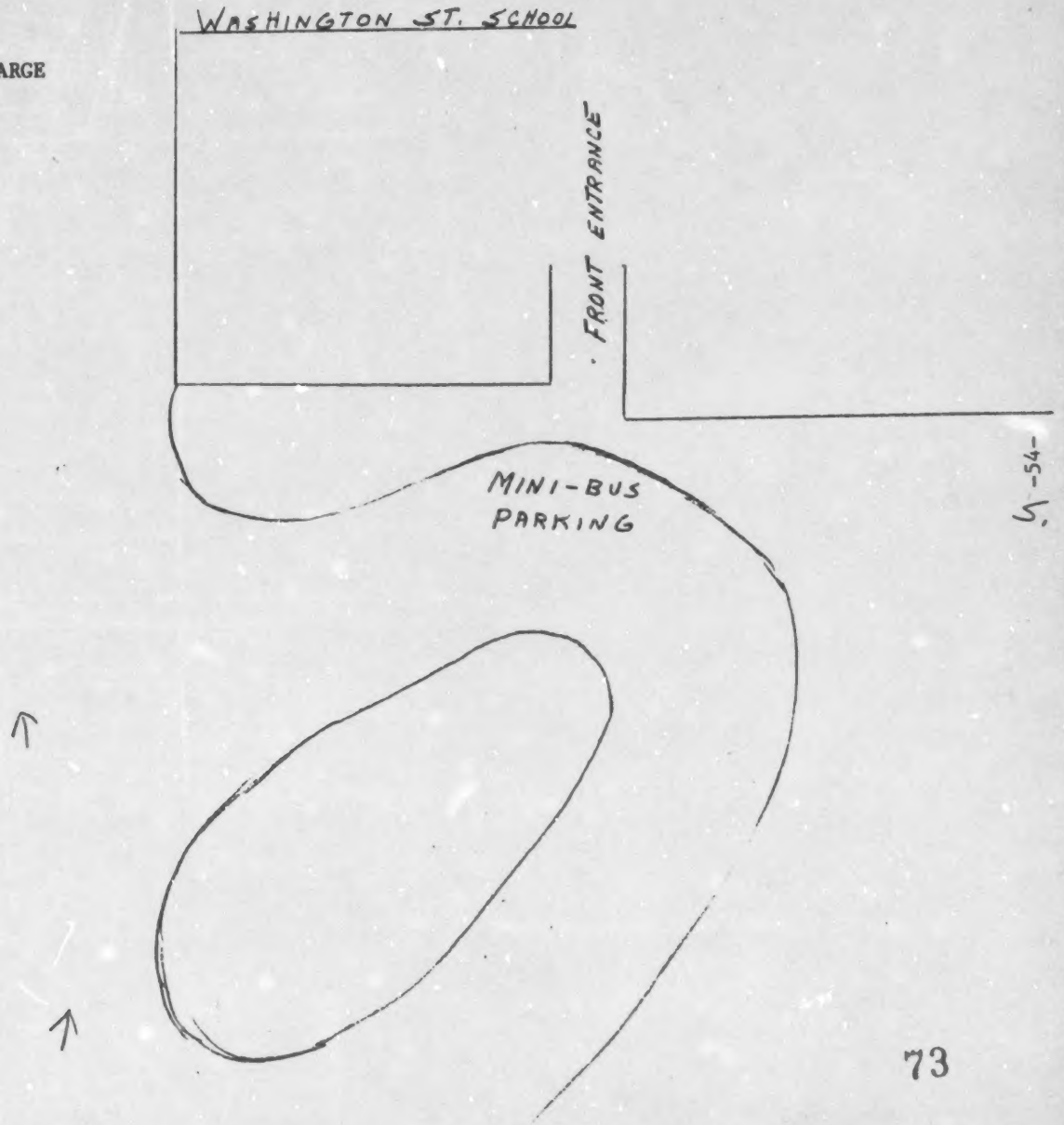
ALL "K" & MINI BUSES PICK UP AND DISCHARGE

IN FRONT OF SCHOOL



72

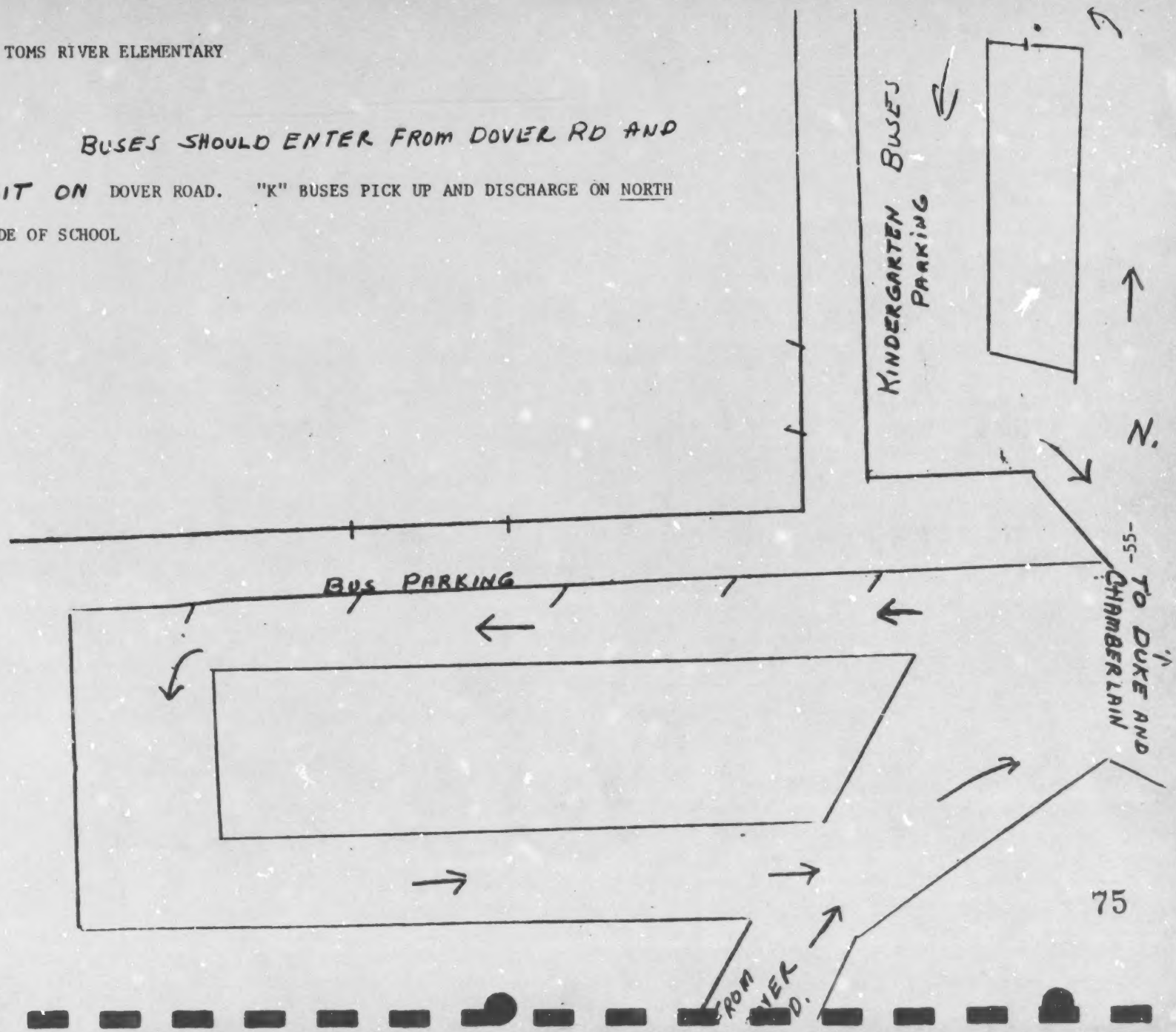
← W. EARLE AVE.



73

SOUTH TOMS RIVER ELEMENTARY

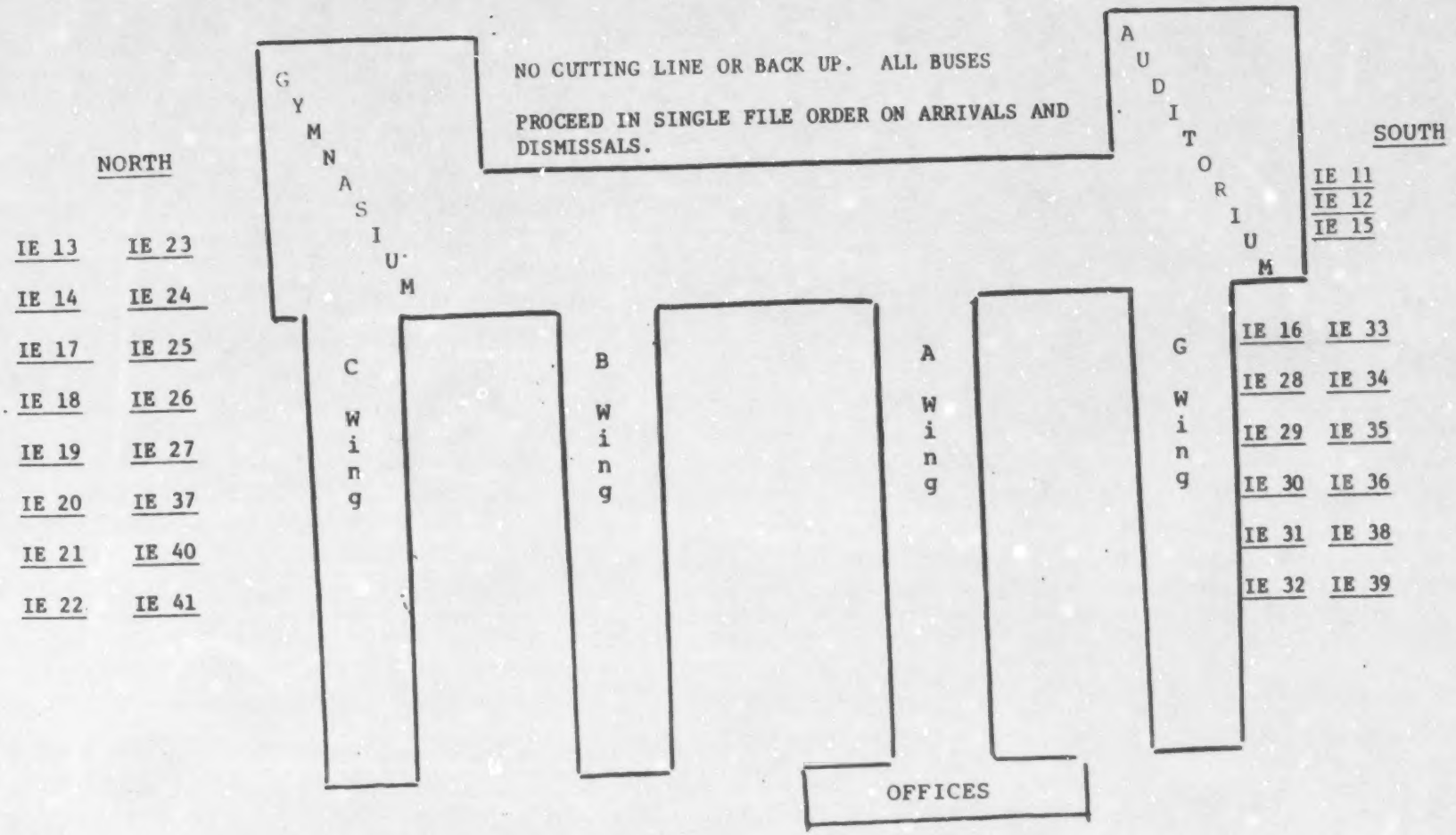
BUSES SHOULD ENTER FROM DOVER RD AND EXIT ON DOVER ROAD. "K" BUSES PICK UP AND DISCHARGE ON NORTH SIDE OF SCHOOL



INTERMEDIATE EAST

1984 - 85

Bus Loading Zones



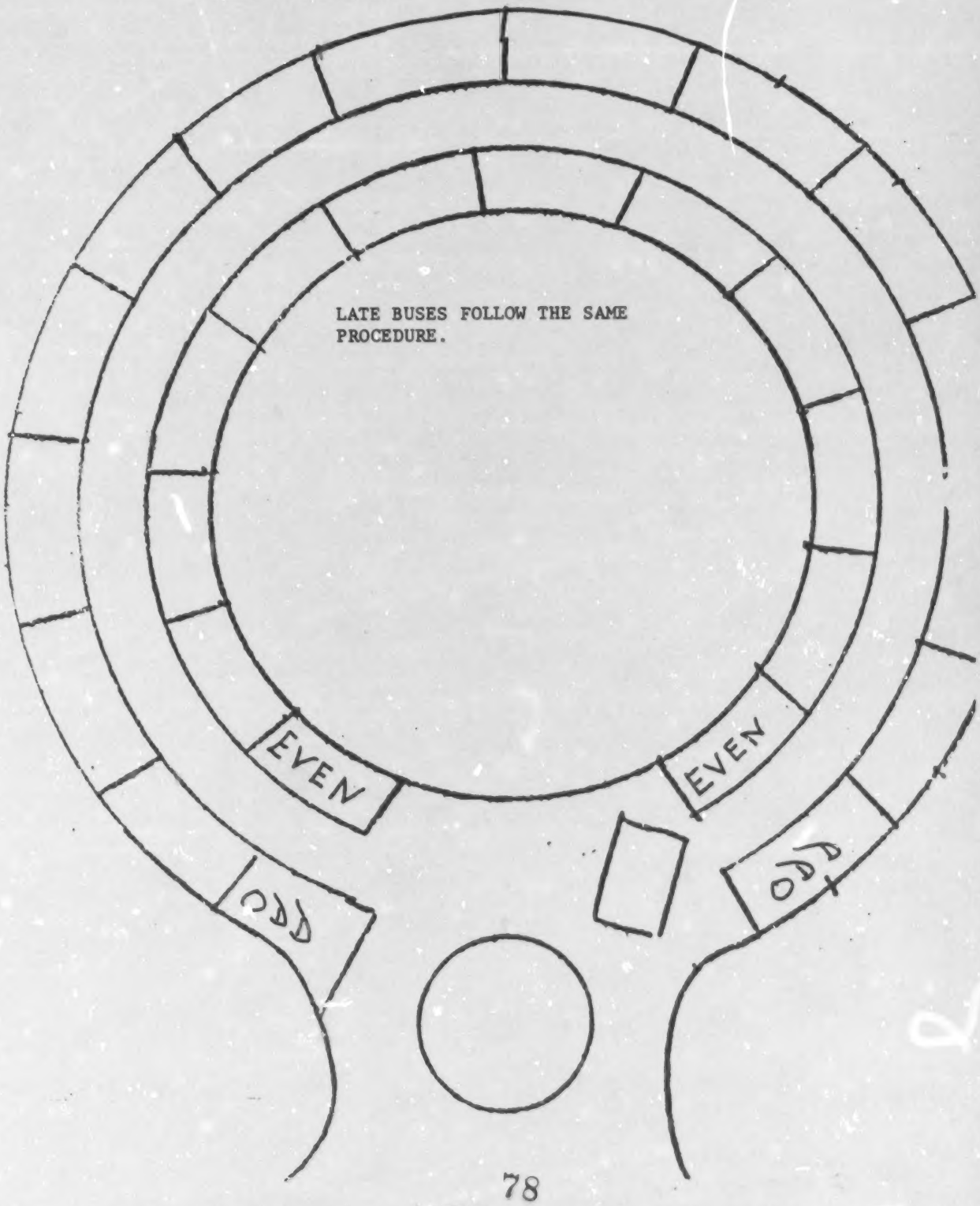
76

77

INTERMEDIATE WEST

ALL ODD NUMBERED BUSES FOR I.W. PICK UP IN THE OUTER CIRCLE.

ALL EVEN NUMBERED BUSES FOR I.W. PICK UP IN THE INNER CIRCLE.



XIX

PROPOSED

Approved 5/15/84

TOMS RIVER REGIONAL SCHOOLS

Pupil Calendar, 1984-1985

18	SEPTEMBER	Schools Open	5	Wednesday
23	OCTOBER			
18	NOVEMBER	Closed for N.J.E.A. Convention	8-9	Thursday-Fri
		Closed for Thanksgiving	22-23	Thursday-Fri
15	DECEMBER	Closed for Holidays	24-28	Monday-Friday
			31	Monday
22	JANUARY	Closed for Holiday	1	Tuesday
		Schools Reopen	2	Wednesday
15	FEBRUARY	Closed for Presidents' Day & Mid-Winter Recess	18-22	Monday-Friday
		Schools Reopen	25	Monday
21	MARCH			
16	APRIL	Closed for Spring Vacation	5	Friday
			8-12	Monday-Frida
		Schools Reopen	15	Monday
22	MAY	Closed for Memorial Day	27	Monday
15	JUNE	Schools close at end of day on-----	21	Friday
185	Days			

ADOPTED:

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1984-1985

SCHOOL OPENING AND CLOSING TIMES -EARLY DISMISSAL

BASIC OPENING AND CLOSING TIMES

School	Bus Arrival	School Opening	School Closing	Bus Departur
High School South High School North High School East	7:15	7:25	11:45	11:55
St. Joesph North Dover Elementary Hooper Avenue Elementary Cedar Grove Elementary Pine Beach Elementary	8:05	8:10	12:50	1:00
Silver Bay Elementary Walnut Street Elementary East Dover Elementary West Dover Elementary Washington Street Elementary South Toms River Elementary	8:40	8:45	1:30	1:35
Intermediate East Intermediate West	9:05	9:15	2:05	2:10

KINDERGARTEN OPENING AND CLOSING TIMES

School	A.M. Session	P.M. Session
North Dover Elementary Hooper Avenue Elementary Cedar Grove Elementary Pine Beach Elementary	8:10 A.M. - 10:40 A.M.	10:20 -12:50P.M.
Silver Bay Elementary Walnut Street Elementary East Dover Elementary West Dover Elementary Washington Street Elementary South Toms River Elementary	8:45 A.M. - 11:10 A.M.	11:00 - 1:30PM.

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1984 1985

SCHOOL OPENING AND CLOSING TIMES

BASIC OPENING AND CLOSING TIMES

School	Bus Arrival	School Opening	School Closing	Bus Departure
High School South High School North High School East	7:15	7:25	1:45	1:50
St. Joesph North Dover Elementary Hooper Avenue Elementary Cedar Grove Elementary Pine Beach Elementary	8:05	8:10	2:20	2:25
Silver Bay Elementary Walnut Street Elementary East Dover Elementary West Dover Elementary Washington Street Elementary South Toms River Elementary	8:40	8:45	2:55	3:00
High School Late Runs			3:15	3:20
Intermediate East Intermediate West	9:05	9:15	3:35	3:40
Intermediate Late Runs			4:40	4:50

KINDERGARTEN OPENING AND CLOSING TIMES

School	A.M. Session	P.M. Session
North Dover Elementary Hooper Avenue Elementary Cedar Grove Elementary Pine Beach Elementary	8:10 A.M. - 10:55 A.M.	11:35 A.M. - 2:20 P.M.
Silver Bay Elementary Walnut Street Elementary East Dover Elementary West Dover Elementary Washington Street Elementary South Toms River Elementary	8:45 A.M. - 11:30 A.M.	12:10 P.M. - 2:55 P.M.

MONSIGNOR DONOVAN HIGH SCHOOL
711 HOOPER AVENUE
TOMS RIVER, NEW JERSEY 08753

SCHOOL CALENDAR
1984 - 1985

September	5	School opens
October	3	Late Opening: Faculty Meeting
	17	Diocesan Convention: School Closed
November	1	All Saints' Day - School Closed
	7	Late Opening: Faculty Meeting
	21	Early Dismissal
	22 - 23	Thanksgiving Holiday - School Closed
December	21	Early Dismissal
	22 - Jan. 1	Christmas Vacation - School Closed
January	2	School Reopens - Late Opening
	21 - 24	Early Dismissal: Final Examinations
	25	Professional Day - School Closed
February	6	Late Opening
	15	School Closed: Winter Vacation
	18	School Closed: Presidents' Day
	20	Spirituality Day for Faculty: School Closed
March	6	Late Opening
April	4	Early Dismissal
	5 - 14	Easter Vacation
	15	School Reopens
May	1	Late Opening
	16	Ascension Thursday - School Closed
	27	Memorial Day - School Closed
June	7, 10, 11, 12	Early Dismissal - Final Examinations
	13 - 14	Faculty Only

School Hours

Full Day	8:15	-	2:15
Early Dismissal	8:15	-	12:15
Late Opening	10:00	-	2:15

Adopted: May 22, 1984

JUL 1 6 1984

SAINT JOSEPH GRADE SCHOOL
TOMS RIVER, NEW JERSEY

SCHOOL CALENDAR
1984-1985

SCHOOL HOURS - 8:15-2:15

September	5	Opening of School - Full Day (Grades 5-8)
	6	Opening of School - Full Day (Grades 1-4)
October	3	Late Opening - 10 A.M.
	17	Elementary Teachers Convention - School Closed
November	1	All Saints Day - Holyday - School Closed
	7	Late Opening - 10 A.M.
	21	Early Dismissal - 12:15
	22-23	Thanksgiving Holidays
December	21	Early Dismissal - 12:15
	24-Jan.1	Christmas Vacation
January	2	Late Opening - 10 A.M. - School Reopens
	21-24	Mid-Term Exams - Early Dismissal - 12:15
	25	Professional Day - School Closed
February	6	Late Opening - 10 A.M.
	15	Winter Vacation - School Closed
	18	Presidents Day - School Closed
	20	Ash Wednesday-Spirituality Day-Teachers-School Closed
March	6	Late Opening - 10 A.M.
April	4	Early Dismissal - 12:15
	5-12	Easter Vacation
	15	School Reopens
May	1	Late Opening - 10 A.M.
	16	Ascension Thursday - School Closed
	27	Memorial Day - School Closed
June	7-13	Early Dismissal - 12:15
	13	Last Day of School - Dismissal 12:15

AMBASSADOR CHRISTIAN ACADEMY
700 MAIN STREET
TOMS RIVER, NEW JERSEY

Pupil Calendar 1984-1985

SEPTEMBER	5	(Wednesday)	School Opens
	8	(Saturday)	ACA All-Family Picnic
OCTOBER	3	(Wednesday)	Late Opening - 10 A.M.
	18-19	(Thursday-Friday)	Closed for Christian School Convention
NOVEMBER	7	(Wednesday)	Late Opening - 10 A.M.
	21	(Wednesday)	Early Dismissal - 12:15
	22-23	(Thursday-Friday)	Closed for Thanksgiving Holiday
DECEMBER	21	(Friday)	Early Dismissal - 12:15
	24-28	(Monday-Friday	Closed for
	31	Monday)	Christmas Vacation
JANUARY	2	(Wednesday)	School Reopens
FEBRUARY	6	(Wednesday)	Late Opening - 10 A.M.
	18-20	(Monday-Wednesday)	Closed for Presidents Day/Winter Break
MARCH	6	(Wednesday)	Late Opening - 10 A.M.
	-	(To be announced)	Professional Day
APRIL	4	(Thursday)	Early Dismissal - 12:15
	5-12	(Friday-Friday)	Closed for Easter Vacation
	15	(Monday)	School Reopens
MAY	1	(Wednesday)	Late Opening - 10 A.M.
	27	(Monday)	Memorial Day
JUNE	18	(Tuesday)	Last day of school

JUL 1 2 1984

Adopted:
June 29, 1984

Ocean County Vocational-Technical School
Old Freehold Road & Bey Lea
Toms River, N.J. 08753

School Calendar
1984-85

		No. of Days
September	Teacher Orientation - September 4 Schools Open - September 5	18
October	Columbus Day - October 8	22
November	N.J.E.A. Convention - November 8-9 Thanksgiving Recess - November 22-23	18
December	Christmas Recess - December 24-1/1	15
January	School Re-Opens January 2	22
February	Presidential Recess - February 18-22	15
March	In-Service Day - March 18	20
April	Easter Recess - April 5-12	16
May	Memorial Day - May 27	22
June		12
	Last Day for Students - June 18	180
	Teachers - June 19	182

NOTE: Additional days may be added as a result of the school district closing for unscheduled days (snow, emergencies, etc.).

COMPOUND GUIDELINES & DIRECTIVES

"SPEED LIMIT FOR VEHICLES ON BOARD OF EDUCATION PROPERTY"

Any member of the transportation department driving a motor vehicle on Board of Education property will not exceed a speed of fifteen (15) miles per hour. If conditions or safety considerations warrant a lower speed, then common sense should prevail."

NORTH BUS COMPOUND - BUS LANES

All traffic will be "one way" only. Vehicles must park properly in assigned spot. All vehicles are to back into their slots.

PERSONAL VEHICLES

No personal vehicles are allowed in Bus Compound. All drivers and aides will be issued parking permits. You can only park in the area designated for Transportation. You will only be issued one (1) parking permit. It must be displayed on back of rear view mirror.

Do not park in anyone elses spot. If you have a problem with your parking spot check with the dispatcher.

HIGH SCHOOL NORTH - TRAFFIC PATTERNS

All vehicles must follow appropriate flow of traffic - arrow designation. No vehicles are to cut into parking areas for any reason. Traffic patterns will be enforced.

VEHICLE KEYS

All keys to be left in vehicle. Do not pull keys out!
EXCEPTION - Does not include Suburbans or spare vehicle. Spare vehicle. Spare vehicle keys must be picked up and returned to dispatcher.

FUEL PROCEDURE

All drivers must gas and oil their vehicles at the fuel station only. Make sure you use the step stool when checking and filling the engine with oil. Use extreme caution not to spill gas or oil. In the event there is a spill notify the gas man or dispatcher immediately.

FUEL TECHNICIAN HOURS

6 - 11 a.m.	Break 8:00 a.m.
11 - 12 Lunch	
12 - 3 p.m.	Break 2:00 p.m.

FUEL STATION

During peak compound traffic periods:
If the fuel station is full you are to pull out and reenter so all other vehicles may park. Do not block or prohibit any vehicles from entering, exiting or parking. The worst time to fuel is 9:00 - 9:30 a.m. It would be best, to avoid refueling at that hour. Prohibiting the flow of compound traffic is a serious hazard, please adhere to this directive. Its

COMPOUND GUIDELINES & DIRECTIVES (con't)

for the protection of all of us.

Please adjust your schedule to fuel when technician is on duty.

NO SMOKING AT GAS PUMP---Especially when gas tanker is there filling tanks.
No smoking by the gas pump or on the bus while it is parked or operational.

DO NOT LEAVE BUS UNATTENDED AT GAS PUMPS.

NEVER REFUEL WITH STUDENTS ON BUS.
No student or passengers are permitted to remain in the bus while refueling.

GAS TANKS SHOULD BE KEPT AT LEAST HALF FULL AT ALL TIMES.
Report any problems with gas pump and meter readings.

NO PARKING ZONE
The immediate area of the fuel island and drivers rooms is a NO PARKING ZONE. There are to be no vehicles parked or left unattended in this area.

"IMPROPERLY PARKED VEHICLES WITHIN THE COMPOUND"
"Any employee who parks a vehicle improperly within the confines of the Transportation Compound, without the express permission of a Supervisor, will receive disciplinary avtion. If someone else is in your assigned spot, you must notify a Supervisor immediately. If a supervisor is unavailable, you must report it to a security guard and follow-up with a memo to the dispatcher."

This directive will be enforced by all Supervisors to provide for the safety and efficiency of our Department.

VEHICLE MAINTENANCE

GARAGE AREA RESTRICTIONS

The only authorized personnel allowed inside the Bus Garage will be mechanics, mechanics helpers and supervisors. All others must report directly to Gus' office and wait for a shop supervisor to meet you. No Driver or S.E.B.A.'s are permitted in the Garage unless special instructions are issued.

"OIL CHANGE/LUBRICATION REQUESTS

During the course of the year, each of you may experience changes in your routes or assignments that change the amount of miles accrued in one week. Since this is the basis of our computerized Preventive Maintenance program, there may be times when your mileage between services will exceed 3,000 miles. When this occurs, you must fill out a work order requesting an oil change and lube.

If you have any questions, contact John Cancro for additional instructions.

CUT SEATS:

Every attempt should be made to identify last student who occupied cut seats. Use your seat assignment charts!!!

Seat Damage. If you have seat damage so indicate on your pre trip report. You must write up a work order for all seat damages. Torn and damaged seats are a safety hazard. In order to have a safe bus you must thoroughly check it out daily. Please try harder to eliminate this condition. Who's who will help.

VEHICLE PARKED FOR REPAIR:

No vehicles shall be parked in front of garage without keys in the ignition or parked at garage unless it's being repaired.

BUS WASH

The new bus wash is now operational. The normal schedule will be as follows:

	OPEN	CLOSE
Monday - Friday:	6:30am	5:00pm
Saturday	7:00am	12:00pm

Drivers who have a problem with the bus wash schedule or operation should notify the dispatcher, in writing. The gas man has special brushes which must be picked-up and returned to him by each driver.

The Walnut Street Compound Bus Wash has also been renovated and is now operational (no washing at Walnut Street from noon through 1:00pm).

All vehicles must be washed and cleaned prior to school closing last day in June.

VEHICLE MAINTENANCE (con't)

CARBON MONOXIDE INDICATOR

There is a small plastic plate located on the dashboard of every bus. This plate is a Carbon Monoxide Indicator. Under normal conditions the indicator "Dot" in the center should be orange. When carbon monoxide is present, the indicator "Dot" will turn black. When the "Dot" turns black, shut down the bus and ventilate by opening the windows. Notify dispatch of your problem, and we will send out another bus.

DO NOT OPERATE A BUS WHEN THE CARBON MONOXIDE INDICATOR "DOT" IS BLACK !!

BEST COPY AVAILABLE

VEH[illegible]E MAINTENANCE

WORK ORDERS

The form below is to be utilized for all vehicle repaires and damage reports. Make certain that you:

1. Turn report into dispatcher or maintenance foreman.
2. Keep your copy.
3. Check with dispatcher for work completed.

ART A — WORK REQUEST ORDER (To Be Completed By Driver) — #365

(Circle One Only)

EMERGENCY ROUTINE DAMAGE LUBRICATION

ate: Driver: Bus # Odometer Reading:

tem to be Repaired: (check one or more)

RAKES ____ WARNING LIGHTS ____ LIGHT SWITCHES ____ STEERING ____ EXHAUST FUMES ____ TIRES ____ OTHER ____

Mileage Since Last Lubrication: _____

SCRIPTION: (What, where, when and how problem developed - Include names and route# if Damage Report)

ISTRUCTIONS: Driver must fiil out work request comp'etely. Once completed, driver should retain their copy, leave office copy in box on dispatch counter and leave remaining copies under windshield wiper of their bus for Emergency work only. Garage copies of non-emergency work orders should be left in garage mailbox at Transportation.

ONLY BUSES REQUIRING EMERGENCY WORK MUST BE LEFT AT JAMES STREET BUS GARAGE.

Request #1 2 3 ____ DRIVER'S SIGNATURE: _____

ART B—FOR BUS GARAGE USE ONLY

Amt.	Part No.	Name of Part	Sale Amt.	Description of Work	Amount

Work Complete: Date Time Mechanic's Signature

BUS GARAGE—FOREMANS COPY

BREAKDOWNS:

For the purpose of review, under State Law, no one is permitted to ride in a vehicle that is being towed.

In the event of a vehicle breakdown the follow ing steps must be followed:

A. If possible, move the bus out of the path of traffic.

B. Evaluate the situation:

1. To the best of your ability determine what the problem is in as much detail as possible. e.g. "Left inside, rear tire is flat". "Fluid coming out of steering box". "Engine won't start after being off for five minutes".

2. Determine if evacuation is necessary:

   a. Potential for rear end collision
   b. Smoke!
   c. Brake failure
   d. If in doubt, evacuate SAFELY!

C. Report Breakdown:

1. WRITE:

   a. Nature of breakdown (mentioning as much detail as possible).
   b. Location - as exact as possible
   c. Phone number to call and who to ask for
   d. State - "Placement bus required".

2. CALL:

   a. While children are on the bus, STAY WITH IT!
   b. If in a residential area, secure the aid of a resident. Give him the breakdown note and ask him to make the call.
   c. If on the highway, try to secure the aid of a motorist. Give him the breakdown note and ask him to make the call.
   d. If a patrolman stops, always ask him to call in the breakdown, even if someone else has called. TWO CALLS ARE BETTER THAN NONE!

3. WAIT:

   a. Keep bus secure and passengers under control.
   b. Wrecker will arrive with instructions e.g. "Continue all your runs" or "Skip your Intermediate East run and and do your East Dover".

4. PROCEED:

   a. Complete runs as required.
   b. After completion of runs, return to John Carroll to determine dispostion of your vehicle.

DRIVING FOR OPTIMUM FUEL ECONOMY

ADDITIONAL TIPS TO INCREASE SCHOOL BUS MILES-PER-GALLON:

1. Maintain a steady, soft foot on the gas pedal.
2. Don't pump the gas pedal.
3. Observe the speed limit. Don't speed.
4. Accelerate smoothly from stop and when changing speeds.
5. Anticipate stops.
6. Watch traffic far ahead, so you can plan traffic moves early. Use the brakes speringly.
7. Never ride the brake or clutch.
8. Merge smoothly--time vehicle approaches.
9. Minimize or eliminate engine warm-up time.
10. Adjust driving methods to road conditions.
11. Drive slowly during engine warm-up periods.
12. At intersections on a hill use the brake instead of the clutch to hold position.
13. When starting uphill use the brakes to prevent rolling backwards
14. Don't start the engine until everyone is ready to go--avoid jackrabbit starts.
15. Don't "rev up" the engine before turning off the ignition.
16. Turn off all power consuming systems before turning off the ignition.
17. Shut off the engine if the vehicle is going to be stopped for more than one minute.
18. Think fuel economy.
19. Avoid fuel spillage when refueling buses.
20. Maintain patience, courtesy and good humor.
21. Make driving a personal contest--try as many fuel economy operating techniques as possible.

GENERAL VEHICLE INFORMATION

To detect a leak: In the morning before moving bus, look under the bus on the black top for an oil spot or anti-freeze leak. Report this to the mechanic and report approximate location of leak (left side, right side, up front near bumper or back of engine near transmission).

A good tight air brake system will keep the same air pressure all night. You are allowed 3 lb. loss in 1 minute with air brake applied. A good tight vacuum system will also keep the vacuum all night.

In the winter, when starting on your first run, nylon tires will give you a thumping sound as if one tire were flat. This is a natural condition with nylon tires in the winter. It generally takes several miles for the tires to so call round off or get warm.

If choke pulls out hard, try this: Remember that choke, throttle and gas pedal are all connected together. Before pulling out choke, press gas pedal to the floor with your foot, then the choke or throttle should pull out much easier.

When clutch is depressed to the floor, you hear a ting, ting, ting. Report this to the mechanic, probably dry throw out bearing.

Watch gear shift lever. If it moves an inch or two to the left or right when you leave out the clutch (when in low gear). Report this to the mechanic.

Secure the steering wheel with both hands at a 9-3 position. Try to pull the entire steering wheel up or toward you. It should not move. If it comes up toward you, (approximately ½" to 1½") report this to the mechanic.

GAUGES & LIGHTS

Gauges:

Gas/Fuel Gauge-Amount of fuel in tank.
Temperature - Temperature of water in engine block.
Oil Pressure - Indicates the amount of pressure oil pump is supplying in PSI for internal lubrication of engine. It does not tell you how much oil is in the crankcase.
AMP Meter - Condition and operation of alternator charging or discharging.
Volt Meter - Battery condition and rate of charging.
Vacuum Gauge - Vacuum inches Mercury (Ht, is chemical abreviation for Mercury). Indicates condition of power assist for the braking system.
Air Pressure - PSI in storage for air brake system. 60 PSI or below automatic locking system activates.

Lights:

Vacuum - 5" Mercury or less, this light will come on to warn driver of possible brake failure.
Brake Tell Tail - Rear stop lamp operation.
Brake/Brake Pressure - This can be: a) Parking brake on
b) Brake equalization block
c) 8" or less Mercury
Electric Hydraulic Booster - (Usually abreviated to El. Hy. Bt.) back-up electric motor for brake system. This system does not have vacuum gauge.
Engine Overspeed - Override governor
EGR - Exhaust Gas Recirculation

Buzzers:

1. Emergency Door
2. Low vacuum

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EARLY DETECTION OF BUS DEFECTS

1. Vacuum Brake Test

Deplete system by several pumps on brake pedal with engine off. Then put foot on brake pedal with reasonable amount of pressure on pedal. Now start engine with foot on pedal. When engine starts, the pedal should go down about 1/2". You will feel it more than see it (That is the vacuum assist helping you). Keeping foot on pedal with pressure applied, the pedal should not move either up or down. (Hold for 30 seconds). In a malfunctioning system the pedal will either go to the floor slowly or feel spongy or work itself up to the top in pumps. If the pedal goes either up or down, report this to the mechanic.

2. Air Brake Test

Deplete air system to about 20PSI. Now start engine, put in low gear and leave out clutch (The buzzer will be on). The vehicle should not move until you reach 60PSI. If vehicle moves before 60PSI report this to the mechanic.
General rule - A loss of more than 10-12PSI per one application of brake pedal; time for brake adjustment.

3. Brake Equalization Test - Air or Hydraulic

On a straight and level highway (approximately 40mph) take your grip off steering wheel, not hands. Apply brakes normally. If vehicle pulls to either side when you apply the brakes, report this to the mechanic.

4. Front End Check

If front end shimmies and shakes at a certain RPM (steering wheel going back and forth in your hands). Report this to the mechanic.
On a straight and level highway (approximately 40mph) take grip off steering wheel, not your hands. Vehicle should track fairly straight down the highway. If it wonders as soon as you take your grip off the wheel, report this to the mechanic.

5. Broken Center Bolt in Rear Springs

Commonly called crabbing or dog legging. This is when a vehicle appears to be coming down the highway sideways. Driver can check by aligning the bus with the center line and looking in rear view mirror to see if rear wheels are same distance from the line as the front wheels. It is much easier for another driver to see this when a bus is coming toward you or when following another bus. This should be reported to the mechanic.

6. Rhythmic Ticking Sound

To determine if noise is in engine or drive train: While moving, depress clutch; now step on gas. If the tic increases as motor RPM increases, it is probably engine. If tic decreases as speed decreases, it is probably drive train.

7. Rubbing or Vibrating Noise

It can be helpful to the mechanic if the noise only occurs when you step on the gas or accelerate. You may not hear the noise when you do not accelerate.

AUTOMATIC TRANSMISSION
Allison 540 & 545

1. There is no park position. Therefore you must set the parking brake to secure vehicle.

2. Start in neutral only. If vehicle starts in a gear position, report this to the mechanic immediately. Neutral is for starting and idling.

3. Reverse has one purpose - to back up. Never put the transmission in reverse when moving forward. Come to a complete stop to shift from forward to a reverse gear.

4. Normal driving (speed over 45) you may select D or Drive which is actually 4th gear. The transmission will automatically shift from 1st thru 4th gear, shifting on RPM. You can control the shift by the pressure you put on the gas pedal. Pressing the petal all the way to the floor shifts will come slower. Slightly on the gas pedal, shifts will come quicker or sooner.

5. Close school bus stops, heavy traffic, speed zones, you may choose 3rd gear. This locks out 4th gear and the transmission will upshift and downshift from 1st to 3rd gear.

6. Steep hills, you may choose 2nd or 1st gear; 2nd gear locks out 3rd and 4th gear. 1st gear locks out 4-3-2 gear. If the selector is left in D going up a hill the transmission will automatically down shift to a lower gear. While the selector may read D.

7. From a dead stop, the selector can be in any position but the transmission will always start in 1st gear. You can shift the transmission up or down while the vehicle is in motion.

8. Detecting possible problems: Motor runs up - vehicle does not start to move for a few seconds, than about 2 - 4 seconds later vehicle starts to move...report this (prolonged hesitation).

9. Coming down a steep hill: The same rule applies as does a standard transmission. Come down the hill the same gear you went up the hill. If you reached the crest of the hill in 2nd gear then with an automatic you must move the selector manually to 2nd gear at the crest before coming down the hill.

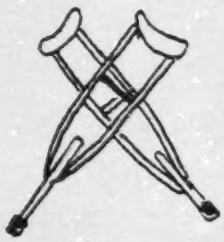
10. Icy slippery conditions: Depending on the conditions you can do your entire run in 1st, 2nd, 3rd or D. Doing your entire run in a lower gear will not burn out the transmission. Your fuel economy will be down the tubes. You will take longer to do your run but you will have better control of your vehicle.

11. To eliminate shift cycle (shift cycle is when the transmission goes from 4th gear to 3rd gear to 4th gear - bounces back and forth). You are in a gear too high; drop the transmission to the next lower gear. If you were in 3rd gear and it bounces from 3rd to 2nd to 3rd, you are still in a gear too high. The transmission can be shifted when the vehicle is in motion.

12. "Diesel Bus Radiator Grill Covers"
As you may have noticed, covers are being installed on your diesel bus radiator grills. The use of these covers inhibits airflow over your radiators, thus allowing more heat-build up for interior heaters.

AUTOMATIC TRANSMISSION (con't)

With the addition of these covers, it is very important that you watch your temperture gauge. When the outside temperture is very cold, the cover should be zipped all the way up. On moderately cold days, they should be zipped half way up, with flaps tucked in. On mild days (above 40) the covers should not be used at all. When they are not in use, they should be folded, neatly, and stored inside the bus.



A I D E S

The role of an aide is difficult but very rewarding. Your assistance to the "Special Child" and the driver is so important. Fastening seat belts, wiping noses, riding the ramps, handling the wheel chairs, discipline communications and trust. The trust of the parents and the children. The duties of an aide are endless. Only you and your driver really know what's required for your special run. Keep this in mind when you have a sub, for the sub needs you too! Knowing the way, the times and the special things that make it work will make it consistant for your "Special Children" and easier for your sub. The duties of an aide are far too numerous to mention, if we could cover them all. With this in mind, I leave you with a thought:

A I D E S

Always involved dedicating themselves to the education of the "Special Child".

TOMS RIVER

G. Gerlach-Driver

D. Sypniewski-Aide

AIDES-HOW IMPORTANT ARE THEY?

TOMS RIVER SCHOOLS

DRIVER AIDE PROCEDURE MANUAL

The position of driver aide is one of responsibility and endurance. It takes an individual who is willing to love and give of themselves. One who can adapt, adjust and communicate with special students. One who can control, discipline and assure safe surroundings for all. One who is willing to give their everything. With this in mind a manual has been developed to aid and assist you. Read and review it and discuss it with your driver. Together the two of you will insure a happy and safe trip for your "Special Children".

This manual was developed by driver aide, Darlene Sypniewski. Many hours of preparation went into this project. Darlene consulted and coordinated information compiled from drivers, aides, supervisors and research resources. To our knowledge, this is the first manual developed for aides and we cannot thank Darlene enough for her successful endeavor.

Sincerely,

Patricia Thomas

Patricia Thomas

AIDES....HOW IMPORTANT ARE THEY?

According to Webster's Dictionary the definition of an aide is one who or that which aides or yields assistance; a helper. A school bus driver's aide is one who is a helper to the bus driver and also gives help and assistance to the special child. The bus driver's aide is also the communication link between the student's home, the teacher and the school nurse. I like to think of myself as a "Good Will Ambassador"to the parent, the special child and the faculty in school. We carry messages to the school nurse and teacher on the child's emotional and physical condition if necessary and we deliver prescriptions to the nurse to administer to a particular child. The nurse also gives us empty prescription bottles and asks us to please tell the parent that the medication is finished. We also relay verbal messages to the parent from the teacher on the child's behavior in school. In some instances, we are also asked to personally deliver a sealed envelope on a child as the child cannot be trusted to give it to his parents. How important are we? We need to be familiar with each and every child that is under our care. We must know what the physical and emotional classification is with our children, as each disability is handled in a different way. Learn about them, love them, help them, teach them and don't label them. Learn their limitations and their capabilities. Arrange them on the bus, secure them with the restraining devices that we have at our disposal, such as seat belts, pins that lock the wheels of a wheelchair in place, etc. Don't rush them on or off the bus.

In 1974 or 1975 a salesman demonstrated the operation of a hydraulic lift on a mini bus to the Supervisors of Transportation and Mechanics, my mini-bus driver and myself. He emphasized the importance of safety when using the lift. It's the aides' responsibility to help the driver by accompaning the wheelchair on the lift while it is in operation. The reason for this is to make sure that all chances of an accident occuring on the lift are reduced to a minimun. You never know what can happen to a child in a wheel chair. The child could suffer a seizure, fall forward or tip sideways. The driver's hands are occupied while operating the lift

(con't.)

and his eyes are watching the lift while it goes up or down. He must also watch and make sure that no body walks into the lift while it is in operation. He can't push a button, hold a wheelchair and be in full control of the child in the wheelchair. The aide then pulls the wheelchair into the bus, puts it in the wheelchair position provided for it, then slides the slide bolt into one wheel and puts the locking bolt in the other wheel. After the wheels are locked with the pins, the brakes on the wheelchair are put on and the restraining belt is put around the child and wheelchair. Those students that are physically handicapped and not confined to wheelchairs are assisted on and off if necessary. Remember we are aides to Special children. Think about these two words, Special Child. Learn about them. We as aides were hired to give special attention to these children. Show them and teach them to care and come by themselves to climb up the steps of the Bus and get off by themselves, if they can. Every child is an individual even though they might have the same disability. Treat them as such. Constantly encourage and praise the child. Compliment them when they look nice, when they show you their work that they accomplished in school and make a big fuss over their report cards as they are proud of them. No negative remarks. Be there to listen to them and show them that you care. They make you their idol and in so doing, they accept you and trust you. They know and can tell that you love them or dislike them. This is an important part of our contact with the Special Child. We must be flexible, (keep a positive attitude) and at all times be friendly and warm to them. Be understanding, smile and always say "Hello" and "Goodby" to them. Our contact with the child can influence a child's attitude in school. Many times a child can leave their home upset and crying. We as aides, should show love, affection and understanding. We should try to learn what was the cause of the child's upsetment. We are there to try and soothe a child and allay his fears for the day. We also notify the teacher that little Johnnie had a problem that morning on the Bus and what caused it. Sometimes a child will get sick on a bus and has to throw-up. The aide is there to help the child, to have a recepticle on hand and in front of the child in case he does regurgitate, also to keep the other children from getting upset. She comforts

and soothes the ill child and reassures him. When the bus arrives at school, the aide immediately escorts the child to the nurse and explains what transpired. If a child throws-up without giving any warning, the aide is there to clean the child and surrounding area and to quickly and efficiently use the Urp kit to obsorb and deodorize the area. The driver cannot drive and take care of these problems. The aide is also there as a disciplinarian. The driver cannot and should not be expected to discipline students, care for them and keep his eyes on the road, too.

In case of an emergency such as an accident to or on the bus, aides are also needed to help the driver evacuate the children safely and quickly through the regular door or emergency door. If there is not enough time to evacuate a wheelchair by way of the ramp, the aide will help the driver lift the child out of a wheelchair and place the child in a safe area. Some of our special students wear a shunt and/or an appliance. A shunt is not visible to the eye. It is a tube in the head, neck or another part of the child's body that acts as a bypass for excess fluid. It diverts the fluid from one area of the body to another area of the body. It is very important for the aide to know which child has a shunt. If a child falls while under our supervision and bumps the area where the shunt is, problems could arise. The aide should notify the parent because if the child complains of headaches, nauseau, etc., it could be because of the fall or else the parent knows that it is time for the shunt to be surgically replaced due to blockage or body growth.

When I first started to work as an aide, I had a little boy sitting on a seat. He was multiply handicapped and had a shunt. When the bus went around the corner, he fell out of his seat into the aisle. (We didn't have seat belts at that time) At the time I was holding a little girl with Cerebal Palsy on my lap. The driver had to pull over to the side of the road and stop. I put the little girl down on the seat and picked up my little friend. He wasn't hurt and didn't cry. I thought no more of it. However, the next day his mother told us that her son told her about the fall he had. She told us about the shunt and strongly urged us to tell her about any bumps or falls he might have in the future in case he suffered headaches,

(con't.)

etc. An appliance is a device used for performing or for facilitating the performance of a particular body function. Some of our wheelchair students wear appliances. The aide should know which children wear them as a change in weather, warm or cold affects the adhesive that holds the appliance to the body. By knowing this we are aware if an appliance is overflowing because of not being emptied or if a child not wearing an appliance just had an accident on the bus. A few years ago I had a little girl in a wheelchair who wore an appliance. I had to bodily lift this little girl from her wheelchair into a big bus. When I went to lift her for the first time, she said, "Mrs. Ski, be careful of how you lift me, my bottom doesn't work and I wear an appliance".

Some of our students have handicaps that require both the bus driver and the aide to receive special instruction and training in the transportation of the child. There are several such students in our system. One case required both the driver and the aide to go to a hospital in New York for two days training in the care of the apparatus that the child wears.

We have children with Muscular Dystrophy who because of the lack of muscle control in their neck cannot move their heads into the upright position when it falls over to the side. This usually happens when the bus goes around a corner. The aide is there to move their head back to it's proper position. Sometimes their arm might fall to their side. The aide places their arm back in their lap.

Other duties of an aide are to make sure that students keep their seat belts buckled and stay in their assigned seats, also to make sure a child does not try to open the emergency door while the bus is moving. She is also there to make sure that one child does not hit another child or attack the bus driver. These things have happened in the past. Some children are limited in speech and cannot tell you that they need a kleenix, so they blow their nose without benefit of a hankerchief. The aide is there to take a tissue and wipe the child's nose clean.

Sometimes a child will be administered new medication which affects the child's equilibrium until the right prescription is found. If the parent has informed the school about this, a teacher's aide will be waiting for the bus that transports the child and she will receive the child from the school bus aide and will accompany the child into school. However, if a teacher's aide is not waiting, the bus driver's aide will support and accompany the child into school.

Last year we had a little girl whose medication was changed. As a result she was having all kinds of problems. Her equilibrium was affected. She would faint and have seizures. One day on the bus she had about ten seizures. They came one after the other. When we got her home the bus driver had to carry her off the bus and into her home.

An aide does not give a child candy, cookies, gum or other goodies unless they have permission to do so from the parent. The reason for this is that some children are diabetic, have allergies, become hyper, or if on medication the goodies could cause the child to have an adverse reaction. If a driver takes eight children into school and only seven children board the bus to go home, the aide goes into the office to find out where the missing child is.

When the bus arrives at a student's home and after a reasonable amount of time has passed and the student has not appeared, the aide does not knock on the door. The reason for this is the child might have been sick during the night and the aide could wake the family. A child is never dropped off at home when there is nobody to receive them. The aide checks to see if a parent is home and if no one is there, the driver contacts our home base for further instructions on what to do.

If a student wears braces the aide is needed to lock or unlock the braces so the child can stand or sit down.

(con't.)

If a student in a wheelchair cannot use their arms to propel their wheelchair, a teacher's aide should be there to meet the bus and take the child into school. If for some reason a teacher's aide is not there the bus driver's aide will wheel the child into school.

* In the 1950's when Special Education first started in the state of New Jersey it was almost synonymus with mental retardation. As time passed and scientists learned more about other disabilities, children could be identified and their problems could then be handled in different ways by their teachers. Today there are approximately 150,000 Special children in our public school systems in New Jersey. Some of these children are physically disabled while others are mentally disabled.

Once a child with learning handicaps is identified and diagnosed by the Local Child Study Team, he is then classified, if necessary into one of the following catagories established by the State:

** 1. "Auditorily Handicapped" means an inability to hear within normal limits due to physical impairment or dysfunction or auditory mechanisms as distinguished by the following:

   A. "Deaf" means loss of hearing which is so severe that the student is impaired in processing linguistic information through hearing, with or withour amplification and educational information is adversely affected.

   B. "Hard of Hearing" means a loss of hearing, which may be permenant or fluctuating and adversely affects a student's educational performance, but which is not severe enough to warrant classification as "Deaf".

2. "Visually Handicapped" means an inability to use ocular mechanisms to see within normal limits as defined by the following:

   A. "Blind" means a condition in which visual acuity with correction is 20/200 or poorer in the better eye and which necessitates a knowledge and skill in the use of special devices or techniques, such as braille, for educational purposes.

   B. "Partially Sighted" means a condition in which visual acuity, with correction, is 20/70 or poorer in either eye, or, as a result of some other factors involved in visual functioning, inhibits the effective functioning in a learning enviroment without special education or related services.

3. "Communication Handicapped" means impaired native speech or language that is outside the range of acceptable variation and adversely affects a student's educational performance and/or interpersonal relationships and is not due primarily to hearing impairment as defined under "Auditorily Handicapped", as distinguished by the following:

   A. "Communication Handicapped" means a communication disorder in native speech or language to a severe extent which seriously interferes with the ability to use oral language to communicate.

4. "Emotionally Disturbed" means the exhibiting of behavioral disorders over an extended period of time which adversely affects educational performance and may be characterized by any of the following manifestations; An inability to learn which cannot be explained by intellectual, sensory or health factors; an inability to build or maintain satisfactory interpersonal relationships; inappropriate behaviors or feelings under normal circumstances; a general or pervasive mood of unhappiness or depression; and/or the development of physical symptoms or irrational fears relating to personal or school problems. This definition does not include social maladjustment.

5. "Mentally Retarded" means possessing an intellectual capacity below the average range of intelligence and having deficits in adaptive behavior which adversely affect educational performance and social functioning as distinguished by the following:

   A. "Educable" means a level of retardation which is characterized by intellectual capacity, as measured by a clinical test of intelligence, within a range encompassing approximately one and one-half to three standard deviations below the mean and a low level of ability to think abstactly.

   B. "Trainable" means a level of retardation which is characterized by intellectual capacity, as measured by a standardized clinical test of intelligence, which falls beyond three standard deviations below the mean; an inability to use symbols in the solution of problems of even low complexity; and an inability to function socially without direct and close supervision.

6. "Multiply Handicapped" means the presence of two or more educationally handicapping conditions which interact and result in problems so complex that placement in programs designed for a single handicapping condition will not result in significantly meaningful educational growth and achievement.

7. "Neurologically or Perceptually Impaired" means impairment in the ability to process information due to physiological, organizational or integrational internal dysfunction which is not the result of any other handicapping condition.

   A. "Neurologically Impaired" means a severe and specific impairment, disorder or sysfunction of the central or peripheral nervous system which adversely affects the educational performance of a student and is not manifested as any other cited educationally handicapping conditions.

   B. "Perceptually Impaired" means the exhibiting of a learning disability in one or more of the perceptual areas involved in listening, thinking, speaking, reading, writing, spelling and arithmetic. This disability must have a perceptual etiology and not primarily due to sensory disorders,

B. motor handicaps, mental retardation, emotional disturbance or environmental disadvantage.

8. "Orthopedically Handicapped: means a condition which, because of malformation, malfunction or loss of bones, muscle, or body tissue, necessitates special education or related services, special equipment or special facilities to permit functioning of normal learning processes, participation in regular school activities and maintenance of interpersonal relationships.

9. "Socially Maladjusted: means a pattern of social interaction which is characterized by conflicts which cannot be resolved adequately without the assistance of authority figures, or behavior that seriously interferes with the well being of the property of others and is not due to emotional disturbance as previously described.

10. "Chronically Ill" means a temporary or permanent health condition such as tuberculosis, epilepsy, cardiac condition, leukemia, asthma, malnutrition, pregnancy or other physical disabilities which are otherwise uncategorized, but make it impractical for the student to receive adequate instruction through the regular school program.

It's the aide's responsibility to know the different catagories of special students. By familiarizing ourselves with these catagories we can then better understand the students capabilities and their limitations.

As you can see by these responsibilites, aides are very important to the driver and in the transportation of these children. We are not there for a big bus ride. Our responsibilities are varied and many. The aide and her driver must have a good rapport with one another. They are a team. They must work together - like a good marriage.

* Taken from article in the Asbury Park Press - 1981

** Basic definitions taken from "The Educationally Handicapped Student" pamphlet of New Jersey Education Association.

BY.....Darlene Sypniewski - Driver Aide for Toms River Schools

CATEGORIES OF THE HANDICAPPED

CHILDREN

Once a child with learning handicaps is identified and diagnosed by the local child study team, he is then classified, if necessary, into one of the following categories established by the state:

MENTALLY RETARDED EDUCABLE - "EMR"

that child whose capabilities for abstract thinking are limited to a low level, he also gives evidence of less ability to function socially without direction than that displayed by his intellectually average peers.

MENTALLY RETARDED TRAINABLE - "TMR"

that child who is unable to function socially without close and direct supervision, but is able to respond to very simple stimulus-response learning experiences.

NEUROLOGICALLY IMPAIRED - "NI"

that child whose central nervous system shows a specific and definable disorder upon neurological examination.

PERCEPTUALLY IMPAIRED - "PI"

that child who exhibits a learning disability in one or more of the perceptual areas involved in listening, thinking, speaking, reading, writing, spelling, and arithmetic. This disability must have a perceptual etiology and not primarily due to sensory disorders, motor handicaps, mental retardation, emotional disturbance, or environmental disadvantage.

EMOTIONALLY DISTURBED - "ED"

that child whose pattern of behavior is characterized by an inappropriate pattern of functioning which severely limits the child from profiting from regular classroom learning experiences. The Emotionally Disturbed child experiences difficulty in the area of interpersonal relationships, and often expresses emotion inappropriate to the situation, in matter of degree and quality.

SOCIALLY MALADJUSTED - "SM"

that child whose pattern of interaction is characterized by conflicts which he cannot resolve adequately without the assitance of authority figures. He exhibits his maladjustment chiefly in his persistent inability to abide by the rules and regulations of a social structure.

VISUALLY HANDICAPPED - "VH"

that child whose visual acuity with correction is 20/70 or poorer, or who, as a result of some other factors involved in visual functioning, cannot function in a learning environment without a special education program. A child, whose visual acuity with correction is 20/70 or poorer in the better eye and requires a knowledge and skill in the use of Braille is legally "blind" .

AUDITORILY HANDICAPPED - "AH"

A. Deaf-that child whose residual hearing is not sufficient to enable him to understand speech and develop language successfully, even with hearing aid.

B. Hard of Hearing-that child whose sense of hearing although defective, is functional, with or without a hearing aid but whose hearing loss renders him unable to make full use of regular school experiences withour special education.

COMMUNICATION HANDICAPPED - "CH"

that child whose native speech is severely impaired to the extent that it seriously interferes with his ability to use oral language to communicate, and this disability is not due primarily to a hearing impairment.

ORTHOPEDICALLY HANDICAPPED - "OH"

that child who, because of malformation, malfunction, or loss of bones, muscle or body tissue, needs a special educational program, special equipment or special facilities to permit normal learning process to function.

CHRONICALLY ILL - "CL"

that child who, because of illness such as tuberculosis, epilepsy, cardiac condition, leukemia, asthma, malnutrition, pregnancy, or other physical disabilities which are otherwise incategorized, but make it impractical for the child to receive adequate instruction through the regular school program.

MULTIPLY HANDICAPPED - "MH"

that child who exhibits handicaps in any two or more categories. These handicaps shall be independent of one another and shall be indetified as primary and secondary for classification purposes.

NEW JERSEY CHAPTER
Epilepsy Foundation of America
150 Main Street - P.O. Box 364
Metuchen, New Jersey 08840
201-548-4610

RECOGNITION AND FIRST AID FOR SEIZURES

Recognition

The word "epilepsy" is a term used to describe a seizure or convulsion caused when there is an excessive electrical discharge in the nerve cells of the brain. "Epilepsy" comes from the Greek word for "seizures."

These electrical discharges are the impulses which are sent out constantly from the brain and control certain muscles of the body. The most familiar types of epileptic seizures are: petit mal, psychomotor (temporal lobe), and grand mal.

First Aid

For all seizures:

1. Keep calm. The patient is usually not suffering or in any danger, and a seizure cannot be stopped once it starts.

2. Help him to a safe place, but DO NOT restrain his movements, especially during the course of a psychomotor seizure.

For grand mal seizures:

3. DO NOT FORCE ANY OBJECT BETWEEN HIS TEETH. More teeth and gums have been injured by well-intentioned, but misguided, efforts to prevent the tongue from being swallowed, which does not happen, or to prevent the tongue from being bitten.

4. Put a towel, blanket, or piece of clothing under the head to make the patient comfortable.

5. Turn the head to one side for release of saliva.

6. DO NOT give the patient anything to drink.

7. When consciousness is regained, let the patient rest, if he wishes.

8. If the seizure lasts beyond a few minutes, or if he seems to pass from one seizure to another without regaining consciousness, call for medical assistance, This rarely happens, but should be treated immediately.

9. Stand by until the patient has fully recovered consciousness from the confusion which sometimes follows a seizure.

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COMMON TYPES OF SEIZURES

1. GRAND MAL: Violent shaking of the entire body accompanied by temporary loss of consciousness. Usually lasts about 2 to 5 minutes. May occur as often as one or more times a day, or as infrequently as once a year or more.

2. PETIT MAL: A simple staring spell (often mistaken for daydreaming). Usually lasts less than a minute, often only several seconds. May occur repeatedly in one hour.

3. PSYCHOMOTOR: Inappropriate or purposeless behavior with subsequent amnesia regarding the episode. Usually lasts 2 to 5 minutes, and may occur one or more times, weekly, monthly or annually.

FIRST AID FOR GRAND MAL EPILEPSY

1. Do not try to restrain the person. There is nothing you can do to stop a seizure once it has begun. It must run its course.

2. Clear the area around him so that he does not injure himself on hard or sharp objects. Try not to interfere with his movements in any way.

3. Don't force anything between his teeth. If his mouth is already open, you might place a soft object like a handkerchief between his side teeth.

4. It isn't generally necessary to call a doctor unless the attack is followed almost immediately by another major seizure, or if the seizure lasts more than about ten minutes.

5. When the seizure is over, let the person rest if he needs to.

6. If a plant, company or school has a nurse or physician, they must be notified or consulted. Transportation office must be notified!

FOR PSYCHOMOTOR EPILEPSY

Psychomotor seizures are mostly handled by keeping dangerous objects out of the way. Never catch hold or try to restrain the person unless, of course, he is heading for an obvious hazard. He may struggle or lash out under restraint, but this is unconscious behaviour which the seizure victim will probably not even remember. Do not make him feel guilty for it. The person may sometimes respond to directions during the psychomotor seizure if spoken to calmly, gently and with reassurance.

School Bus Personalities

PHONE 609) 292-5534

STEVE J. LOVETT

COORDINATOR

BUREAU OF PUPIL TRANSPORTATION
NEW JERSEY STATE DEPARTMENT OF EDUCATION
225 WEST STATE STREET • TRENTON, N. J. 08625

Contributed
By Dr. Ernest Maddock
illustrated by D. Picaud

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GIFTED AND TALENTED

SYMPTOMS:
- Persistent, goal-directed behavior
- High energy, alertness, eagerness; periods of intense voluntary effort preceding invention
- Retentiveness
- Interest in cause-effort relations, ability to see relationships; interest in applying concepts; love of truth

CONCOMITANT PROBLEMS:

- Possible gullibility; social rejection; value systems and its defense
- Dislike for routine and drill; need for early mastery of foundation skills
- Stubborness
- Frustration with inactivity and absence of progress

THINGS TO REMEMBER:

Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs in order to realize their contribution to self and society.

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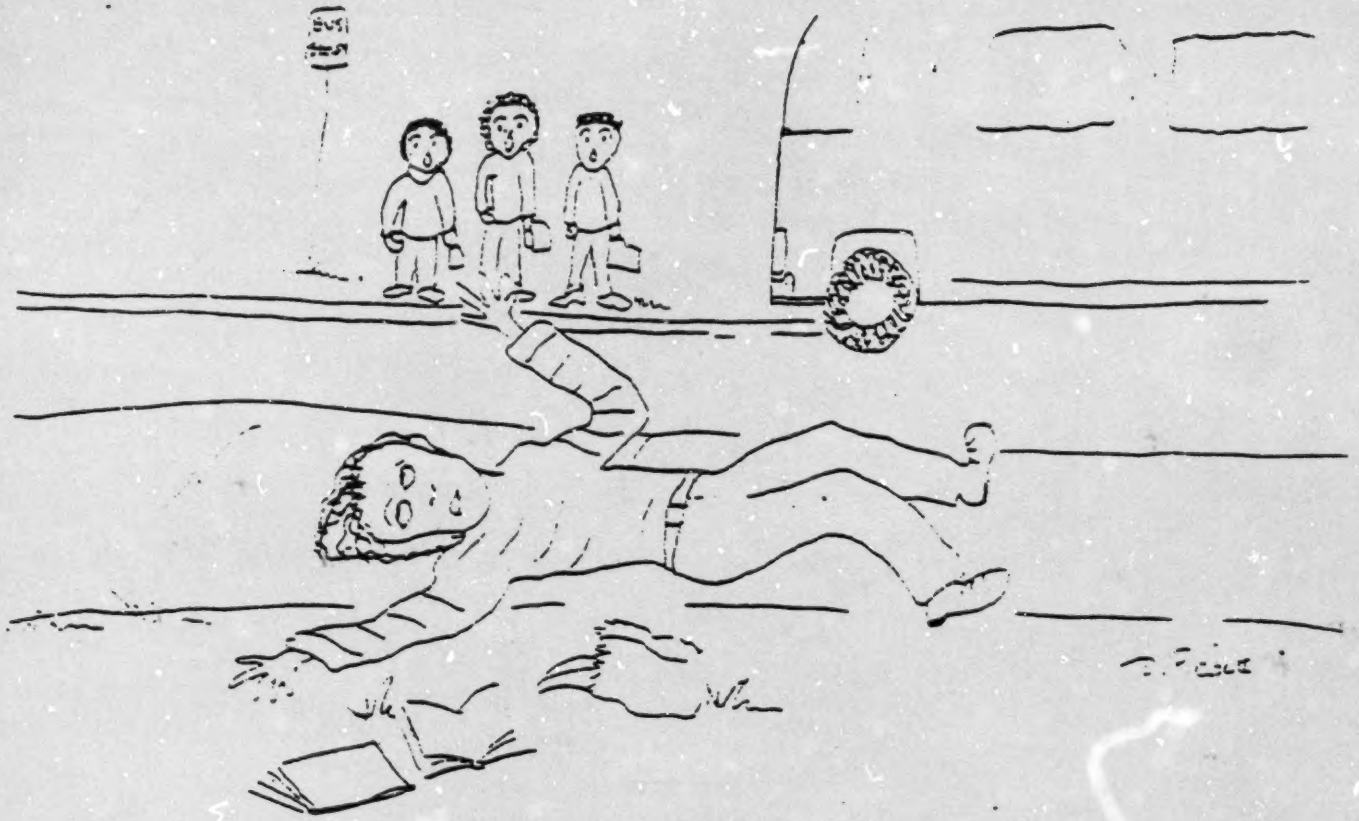


THE CONVULSIVE CHILD

SYMPTOMS: The Epileptic may have:

Grand Mal seizures
Petit Mal seizures
Jacksonian epilepsy
Psychomotor epilepsy

Possible Reasons for Seizures:

Brain lesions
Hereditory predisposition
Seizures are frequently related to emotional factors

Stages of Grand Mal Seizures:

1. Aura
   (a) The warning stage may be characterized by auditory, olfactory, or visual experience, e.g., flashes of lights or different colors may be seen
   (b) The warning stage may come within an instant before loss of consciousness or may occur within a few seconds, allowing the person to prepare for the seizure.
2. Tonic phase
   (a) Consciousness is lost
   (b) Muscles become stiff and contracted
   (c) This phase may last from a few seconds to several minutes
3. Clonic phase
   (a) This is the convulsive stage
   (b) There is a series of violent contractions and relaxations of the muscles
   (c) This phase usually lasts two or three minutes

4. Coma
   (a) Contractions decrease
   (b) The person relazes and typically goes into a deep sleep
   (c) "Status epilepticus" refers to recurring grand mal seizures without reovery of consciousness

Stages of Petit Mal Seizures:
   (a) There is a loss of consciousness for a few seconds to a half minute
   (b) The petit mal begins and ends quickly; there is no aura
   (c) The preson may jerk suddenly, drop something, OR store blankly
   (d) The condition is found more frequently in younger children

FIRST AID FOR A MAJOR SEIZURE:

Here are some things you can do if someone you know has a seizure.

Before the seizure:

   a. Help him lie down
   b. Remove his glasses and/or false teeth
   c. Loosen tight clothing
   d. Place a pillow or coat his activities

After the seizures:

   a. Turn the person on his side to allow saliva to drain out of his mouth
   b. Do not give him anything to drink until he is fully awake

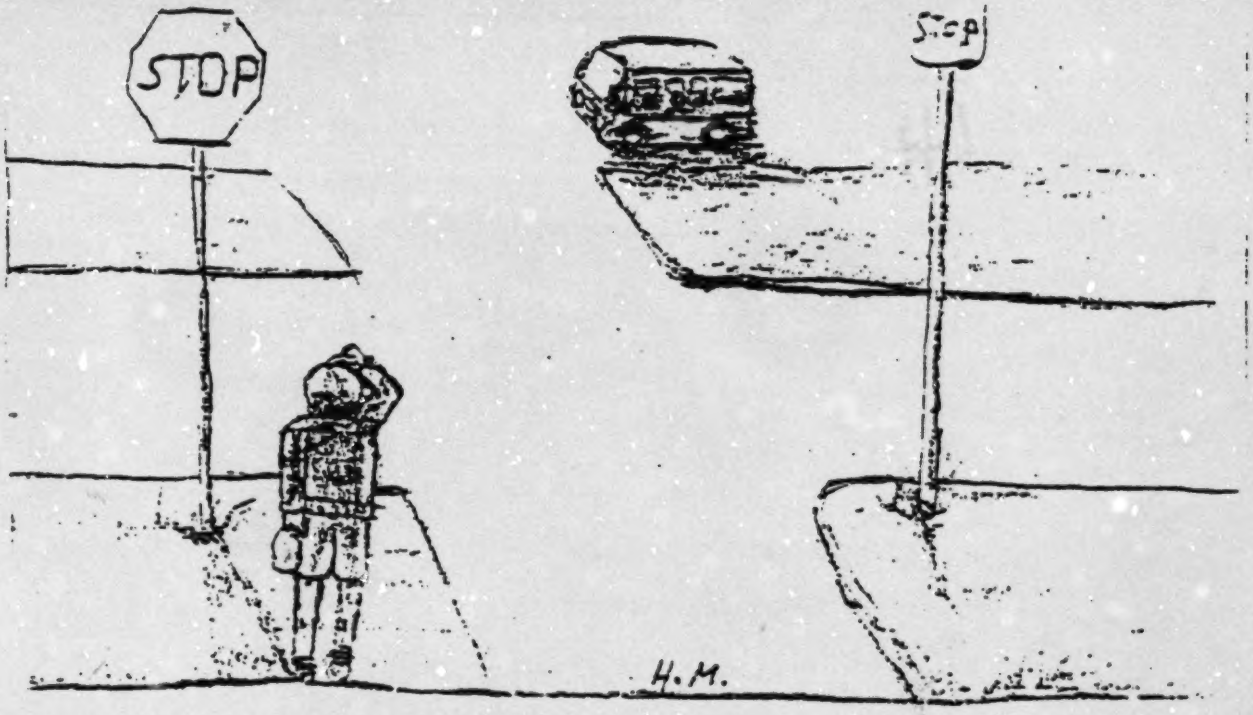
When to Call for Emergency Help:

   a. If the person does not start breathing after the seizure
   b. If the person has one seizure after another

   c. If the person injures himself

SOME THINGS TO REMEMBER:

   a. You cannot stop a seizure once it has begun
   b. It is not necessary to restrain someone having a seizure.
   c. Most persons suffering from a seizure have difficulty breathing
   d. Unconsciousness may continue as long as 15 minutes.
   e. The person may awake confused and sleepy.



THE TRAINABLE MENTALLY RETARDED CHILD

SYMPTOMS: The Trainable Mentally Retarded Child:

- Have short attention span
- Easily distracted
- Have an emotional problem
- Withdraw and not participate
- Are generally uncoordinated
- Have a low intelligence quotient (I.Q. 30-55)

Possible Reasons for Behavior:

- In most instances children will be known to be retarded during infancy
- Heredity
- Lack of environment stimulation
- Physical or health conditions
- Frequent illness
- Rejection by parents; or playmates
- Low nutrition

Try This:

- Provide quiet place to sit
- Give opportunities for success
- Make him feel wanted
- Let an "A" student help him

Things to Remember:

- Requiring more than he can do will frustrate him
- Parents often reject idea the child is "dumb"
- He needs praise, affection and understanding

Definition:

- Sub-average intellectual functioning
- Impairment in adaptive behavior
- Originates during the development period
- I.Q. 30-35 to 50-55

TYPES:

A. (1) Spasticity
   (a) The motor cortex and the puramidal tract of the brain are injured.
   (b) The spasticity is characterized by loss of control of the voluntary muscles.
   (c) The movements are jerky and poorly coordinated.
   (d) Victims exhibit hypertonicity, i.e., excessive muscle tension or contraction of the muscle fibers while the muscles are at rest.

   (2) Athetosis.
   (a) Characterized by jerky, involuntary, slow, irregular, and twisting movements.
   (b) Involuntary movements occur when deliberate, voluntary exertion is made, thus hindering normal muscle activity.

   (3) Ataria
   (a) It is characterized by disturbance of balance
   (b) Movements are awkward
   (c) Walking motions are such that the individual appears to be dizzy.

   (4) Tremor
   (a) It differs from the athetoid condition in that athetoid movements are large and changeable, whereas tremor movements are small and rhythmic.

   (5) Rigidity
   (a) Victims are able to perform only slow movements

B. Number and location of limbs involved:
   (a) Monoplegia: one limb is affected (condition rare)
   (b) Hemiplegia: one arm and one leg (on same side of body) are affected
   (c) Triplegia: three limbs are affected (also rare)
   (d) Paraplegia: both legs are affected, but not arms.
   (e) Quadriplegia: four limbs are affected

(f) Diplegia: four limbs are affected, but more involvement usually occurs in the legs

(g) Double or bilaterial hemiplegia: four limbs are affected, but three is more involvement of the arms than legs

C. Causes:

(a) Prenatal (before birth)

(1) Inherited conditions

(2) Conditions of mother during pregnancy

(a) Infections, e.g., German measles, syphilis, meningitis, or encephalitis.

(b) Anoxia (lack of oxygen) in the brain, cord twisted around neck of fetus, severe anemia of mother, placenta separated too early, shock, critical cardiac condition.

(c) RH blood incompatibility

(d) Irradiation

D. Natal or perinatal (during birth)

(1) Problems with cord and placenta, causing anoxia

(2) Mechanical injuries from difficult delivery

(3) Improper anesthesia

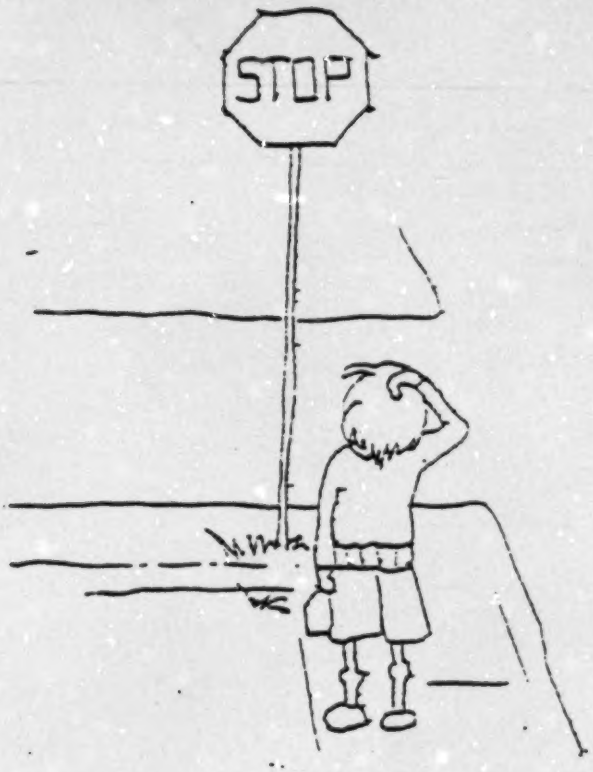
E. Postnatal (after birth)

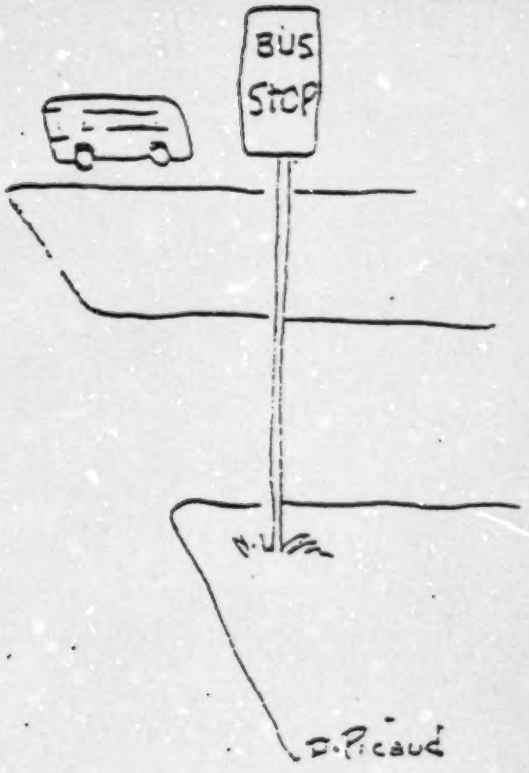
(1) Injury to skull from accidents

(2) Infections, e.g., meningitis, encephalitis or influenza

(3) High fevers, as from typhoid or diphtheria, causing anoxia.

(4) Toxic Factors, i.e., lead poisoning or carbon monoxide poisoning





SYMPTOMS: The Slow Learning Child May:

- Have short attention span
- Easily distracted
- Have an emotional problem
- Feel Insecure
- Withdraw and not participate
- Have a physical handicap
- Have a low intelligence quotient

Possible Reasons For Behavior:

- Brain Damage
- Heredity
- Lack of environmental stimulation
- Physical or health conditions
- Frequent illness
- Rejection by parents; or playmates
- Low nutrition

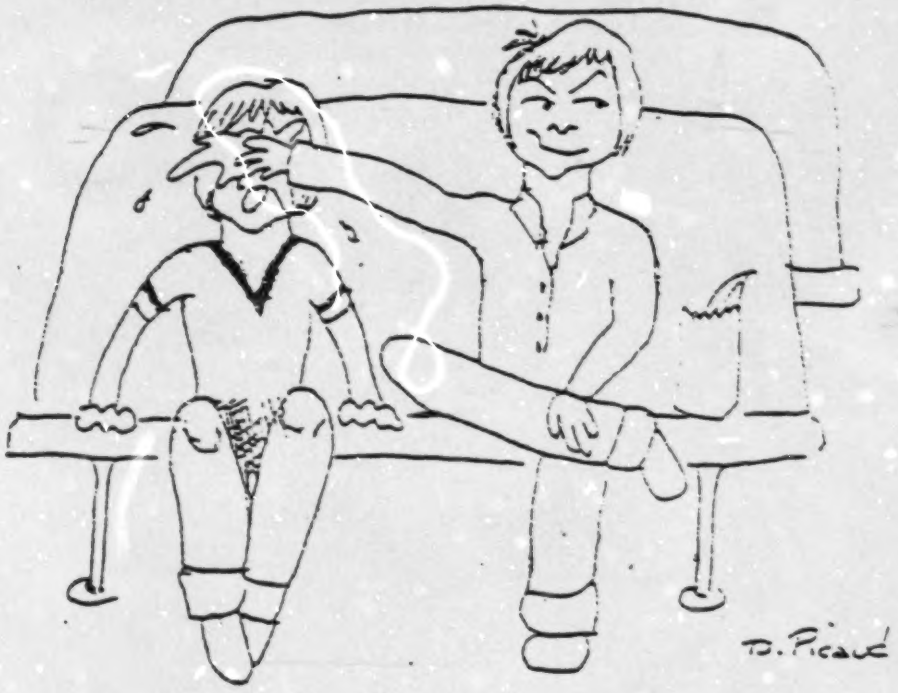
Try This:

- Provide quiet place to sit
- Give opportunities for success
- Make him feel wanted
- Let an "A" student help him

Things to Remember:

Requiring more than he can do will frustrate him
parents often reject idea the child is "dumb"
He needs praise, affection, and understanding

THE SOCIALLY MALADJUSTED CHILD



SYMPTOMS: The Socially Maladjusted Child may:

Have poor attendance
Say he hates school
Fail for no apparent reason
Not be able to take defeat
Be jealous; not accepted
Brag-----Fight
Be sullen and unhappy
Be indifferent and inattentive
Be an under-achiever
Feel "picked on"
Lack a sense of humor

Possible Reasons for Behavior:

Little affection at home
Poor environment
Left out
"You must be a friend, to have a friend"
Problems with peers
Never taught to get along

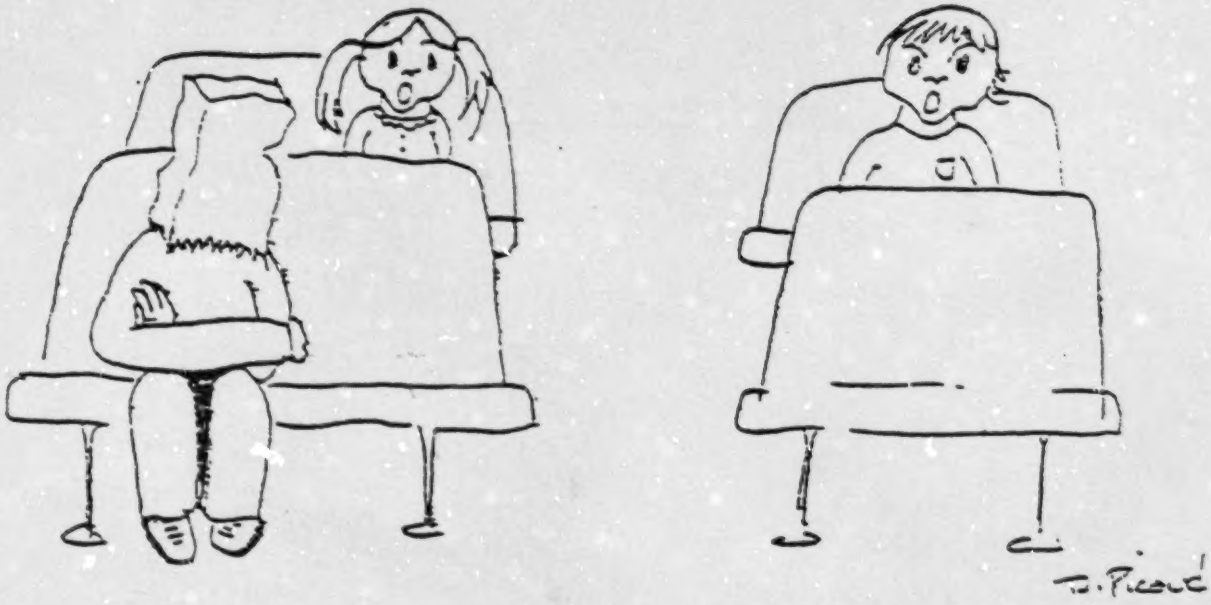
Try this:

Encourage him to improve
Give him position leadership
Help him self-evaluate himself
Give opportunity work in small groups
Reassure him he is wanted
Help him understand others

Things to Remember:

Improvement will be slow
He will need patient and persistent effort on bus driver's part.
He may develop agressive or withdrawal traits.
Changes in behavior take place in nibbles.

EMOTIONALLY UPSET CHILD



SYMPTOMS: THE EMOTIONALLY UPSET CHILD MAY:

- Feel insecure
- Have a chip on shoulder
- No response unless positive
- Imagine he is ill
- Be Fearful-worried
- Fail with no apparent reason
- Have a negative attitude
- Dislike school

Possible Reasons for Behavior:

- Sudden change in life, crisis
- Slow social development
- Over-exacting parents
- Problems with brother, etc.
- Slow physical development
- Lack of affection
- Parents seldom home
- Brain damage

Try this:

- Give him chance to rest
- Give opportunity to release tension

Things to Remember:

- Emotionally upset children need to release tensions
- Holding emotions may aggravate problems
- A fight may release his emotions
- Emotional upsets have causes - physical and mental

THE CHILD WITH FEARS

SYMPTOMS: The Child with fears may:

- Panic easily; get frustrated
- Show anxiety
- Withdraw
- Be moody
- Tremble at slightest provocation
- Be afraid of being hurt
- Fear criticism
- Be extremely emotional

Possible Reasons for Behavior:

- Conditions in world
- Death or injury to loved one
- Harsh punishments
- That he is shy or withdrawn
- Bullying playmates
- Parents with fears
- Overly protective parents
- History of tragedies
- Slow physical development

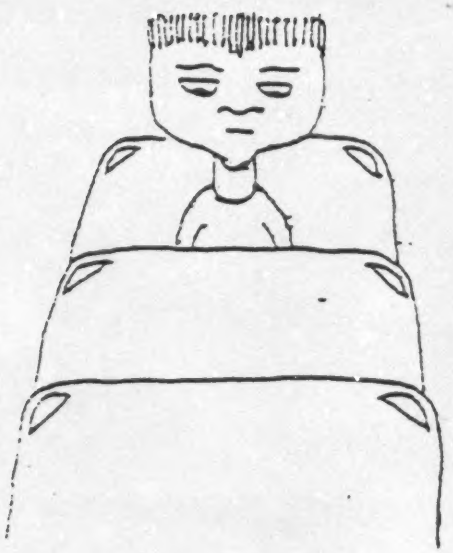
Try this:

- Give sincere love and affection
- Have personal chats with him
- Reassure him
- Build up his confidence
- Tell him others have fears

Things to Remember:

- Fear may be imaginary
- Fears melt before affection
- Bus drivers reactions effect the child
- Fears diminish with maturity
- A happy, successful child loses his fears

THE WITHDRAWN CHILD



SYMPTOMS: THE WITHDRAWN CHILD MAY:

- Be sullen, unhappy, worried
- Think his ideas aren't worth much
- Have a tense posture
- Show hate, fear, affection, anger in surges
- Quit difficult tasks
- Easily upset
- Avert eyes; ignores questions
- Have difficulty expressing himself
- Deadpan or vacant expression
- Daydreams
- Sit in back of bus
- Easily discouraged

Possible Reasons for Behavior:

- Mental health problem
- Too many failures
- Personality disorder
- Has been bullied; browbeaten
- Finds something in situation which is difficult to endure
- Standards that have been set for him are too high

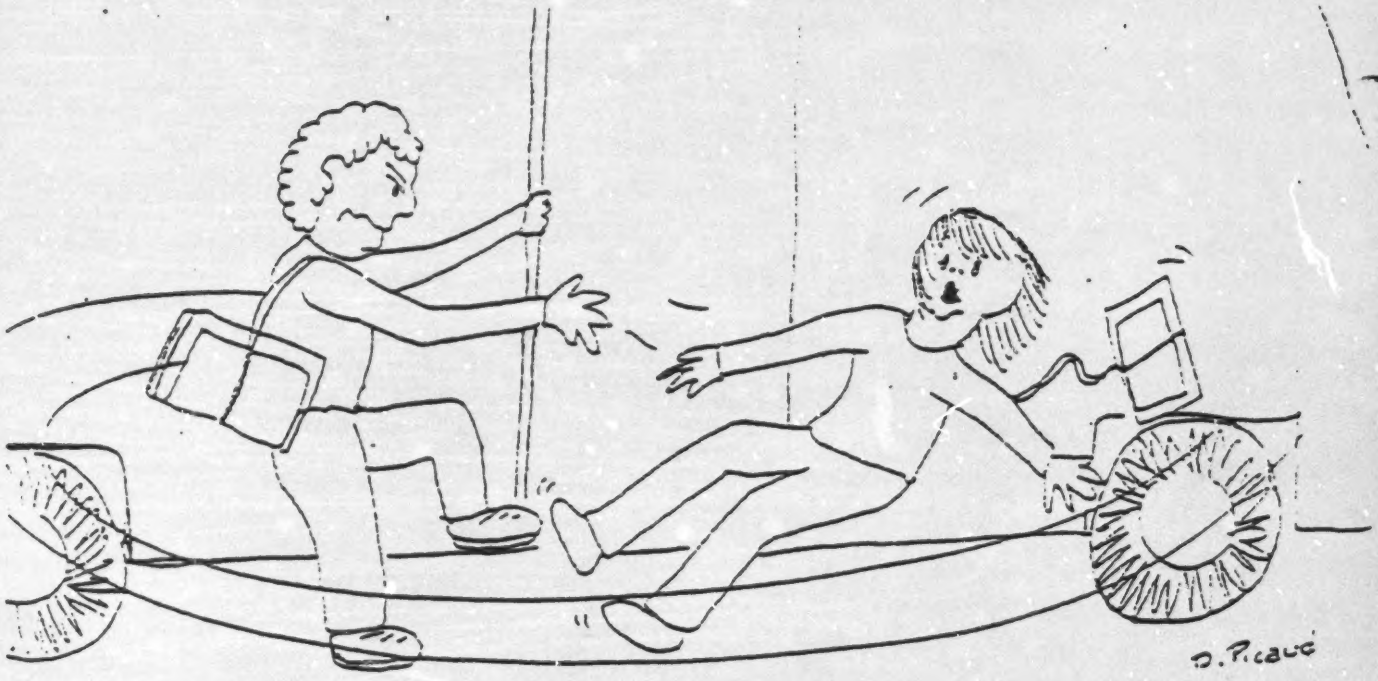
Try this:

- Help develop a skill to be praised
- Avoid friction with him
- Accept him as a Friend
- Give him love and affection
- Make situation pleasant
- Have him work in small groups
- give recognition

Things to Remember:

- Unpleasant situations will drive him further away
- Some children are by nature quiet
- Emotionally disturbed child is retreating from problems
- Liking him will draw him out

THE AGRESSIVE CHILD



SYMPTOMS: The agressive child may:

- Look for trouble
- Be on the defensive
- Fight - hit others
- Be quarrelsome
- Steal and lie
- Be resentful, defiant, rude
- Distroy property
- Want his own way
- Blame others
- Bully
- Sass adults

Possible Reasons for Behavior:

- Domineering, overstrict parent
- Weak, over-indulgent parents
- Fear of expressing feelings against parents
- Feels lack of affection
- Unhappy with others
- Unable to adjust to situations
- Poor sportsmanship

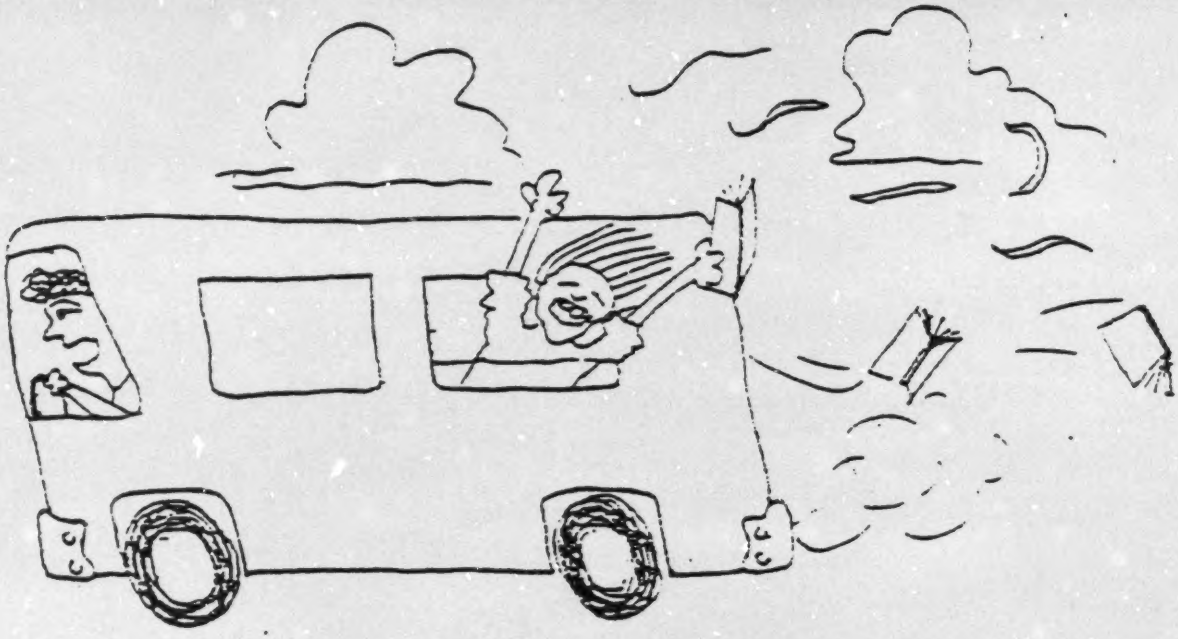
Try this:

- Keep him bush
- Give simple, definite codes of conduct
- Hold conferences with him
- Reprimand in private
- Don't allow him to disrupt entire bus
- Attempt to reach him

Things to Remember:

- Improvement will usually be slow -- be calm and patient
- His parents may not recognize the problem
- There will be set-backs with the improvements
- Overlook more than you see
- Remember that his fighting gives release for pent-up emotions

CONSISTENTLY DISOBEDIENT CHILD



SYMPTOMS: The Consistently Disobedient Child May:

- Be impolite, insolent
- Not follow directions
- "I dare You" type
- Want his own way
- Want punishment for attention
- Talk back
- Pay no attention
- Be unhappy, worried, hungry
- Rebel against authority

Possible Reasons for Behavior:

- No respect for authority
- Overindulgent parents
- Parental difficulties
- Lack of affection
- Attempt to gain status (peers)
- Inconsistent discipline at home
- Arrival of new baby at home
- Chronic physical irritation
- Personality clashes
- Compulsion to disobey

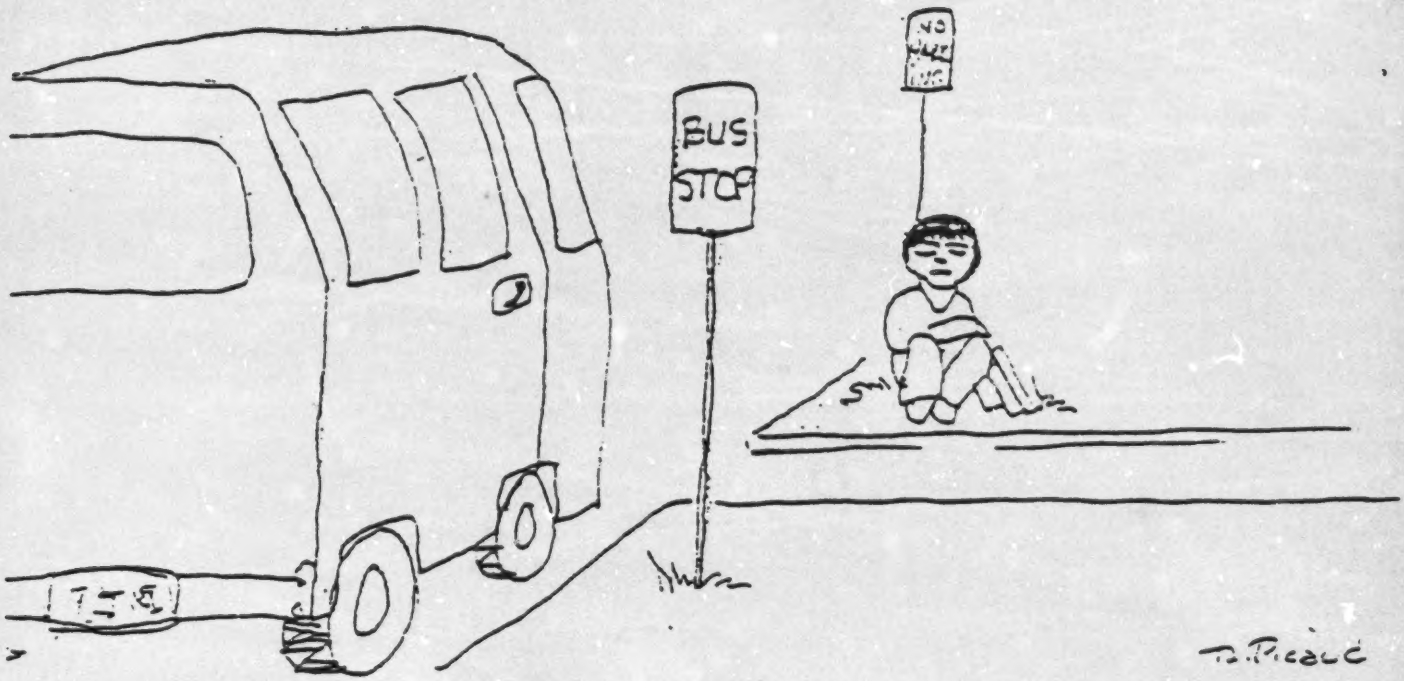
Try this:

- Conference with parents
- Separate from his followers
- Give special jobs and resonsibilities
- Let help build group standards
- Encourage him to talk out problem
- Help him make own decisions
- Avoid ultimatums
- Give him snacks
- Develop understanding

Things to Remember:

- Punishment is not the answer
- He rationalizes
- Rejection will not help
- Misbehaving is normal to him

THE LAZY CHILD



SYMPTOMS: THE LAZY CHILD MAY:

- Avoid effort
- Wait for help
- Listless and careless
- Day Dream
- Give Excuses for Failure
- Be slow in starting assignment
- Seldom volunteer

Possible Reasons for Behavior:

- ustations-work too difficulty
- Experiences too many failures
- Boredom; work too easy (?)
- Health or physical deficiencies
- Watches late TV show
- Parents expect too much
- Receives little praise
- Lack of challenge
- Cover-up for lack ability
- Family behavior slow moving

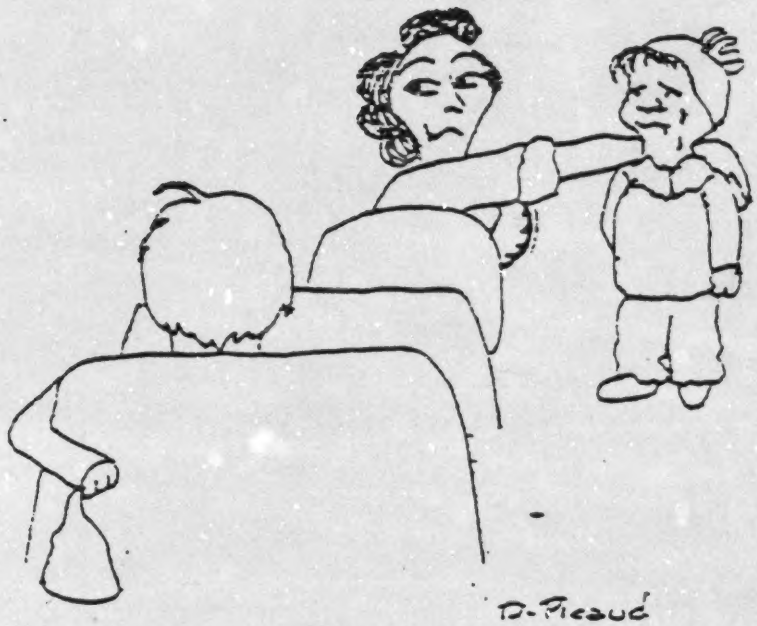
Try this:

- Praise child
- Help him develop to succeed
- Study diagnostic results
- Study his home life
- Overlook minor failures

Things to Remember:

- Laziness is not normal -- some type of problem
- Praise for good work promotes activity
- Individual help when needed -- not demanded
- Confidence builds his speed
- Nothing succeeds like success

THE DISHONEST CHILD



SYMPTOMS: THE Dishonest Child May:

- Take things from children or the bus driver
- Steal although he doesn't need it
- Lack respect for property
- Put name on another's paper
- Hide stolen articles
- Lie when caught

Possible Reasons for Behavior:

- Feelings of insecurity
- Need for attention
- Hospitity toward parents or playmates
- Heredity
- Poor home
- Dishonest parents
- Lack of supervision

Try this:

- Remove temptations
- Visit home
- Show child you trust him
- Discuss problem with him
- Arrange seating to easily observe him-easily not obviously
- Make him return stolen goods

Things to Remember:

Most children Lie or steal at one time or another
Try to understand; may be sign of something important
Should not get away with it; do not publicize problem

THE DIRTY CHILD

SYMPTOMS: The Dirty Child May:

- Have stringy, dirty, uncombed hair
- Wear dirty or torn clothes
- Need a bath
- Have dirty hands
- "Smell" bad
- Wear dirty, untied shoes
- Use sloppy eating habits
- Smudge his papers
- Do poor school work

Possible Reasons for Behavior:

- Dirty home
- No bathing or washing facilities
- Low cleanliness standards
- Poor attitudes
- Parents not at home
- Little or no supervision

Try this:

- Discuss cleanliness with class
  Praise privately when clean
- Confer with Parents

Things to Remember:

Dirty children are clean inside, probably not his fault, Needs help--not scorn, will take tact, Clean-up is and must be rewarding, Criticising home will not help, You must change him, Never reject child

"ODE TO THE SCHOOL BUS DRIVER"

WHEN EARTH'S LAST SCHOOL BUS IS DRIVEN,
THE LAST DRIVER LONG SINCE RETIRED
WHEN ALL OF THE SCHOOL DAYS HAVE ENDED
AND THE LAST TEACHER'S BEEN FIRED,

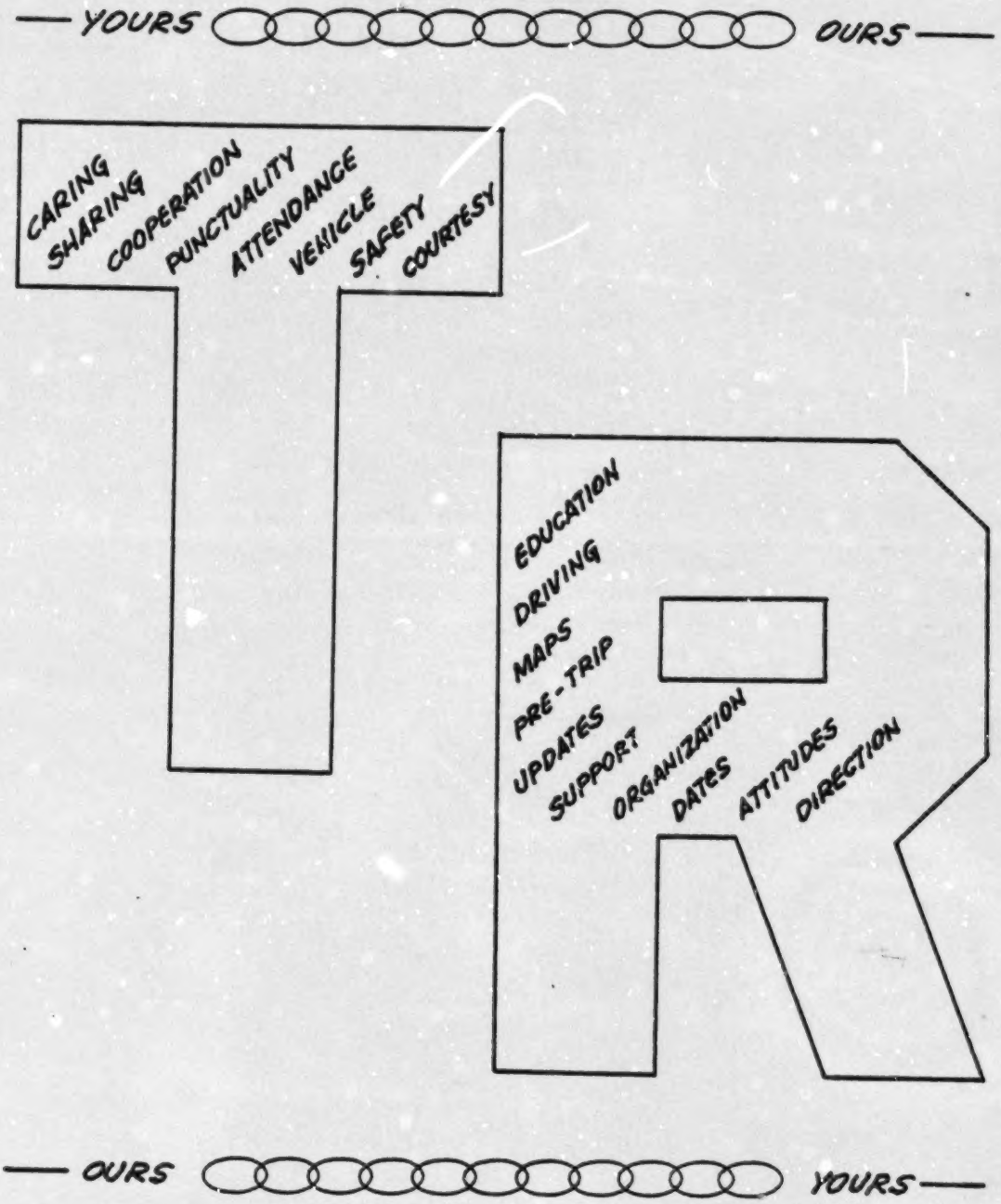
WE WILL ALL LAY DOWN UP IN HEAVEN
AND REST FOR AN AEON OR TWO
BUT THEN WE'LL APPLY TO THE BOSS IN THE SKY
FOR A LICENSE TO START DRIVING ANEW,

WHILE DRIVING A BUS ISN'T HEAVEN --
SOMETIMES IT'S A LITTLE LIKE HELL
IT'S SOMETHING THAT GROWS CLEAN INTO THE BONE
THAT YOU MISS WHEN IT'S ABSENT A SPELL.

SO WE'LL SING AS WE DRIVE AROUND HEAVEN
WITHOUT A WORRY AT ALL
WITH EVERYTHING SAFE - AND KIDS THAT BEHAVE
BOY - WILL WE HAVE A BALL!

END OF CHAPTER IV

EVALUATION



IT TAKES ALL OF US TO MAKE A SAFE, EFFICIENT AND EFFECTIVE TRANSPORTATION SYSTEM. EACH OF US IS AN IMPORTANT LINK IN THE CHAIN OF THE TOMS RIVER TRANSPORTATION DEPARTMENT.

SINCERELY,

PATRICIA THOMAS